3-57

Journal of Education

Dr. Alagappa Chettiar Training College

KARAIKUDI

South India

Editor : K. Narayanan

Registrar of ... 19 JUL 1957 Madras

Vol. 1 MARCH 1957 No. 1

CONTENTS

		PAGE
EDITORIAL		
The Sociology of Religion	K. Narayanan, M.A., M.A., M. Ed.	I
CONTRIBUTIONS		
Research		
The Kuder Preference Record-An Anlysis	H. S. S. Lawrence, D. Ed.,	1
Juvenile Crime and Intelligence	Uday Shanker, M.A., (London)	7
A Study In Consistency of Opinion	B. Kuppuswamy, M.A., Phd.,	12
Thought		
What is a Teacher?	T. N. Siqueira, S.J.	18
Child Guidance : Its Importance And Techniques	K. V. Savithri, B.A., (Hons)	21
Vocational and Educational Guidance	M. S. Lalitha, B.A., M.Ed.,	31
Teaching		
The Teaching of a Foreign Language to Midddle Forms	F. L. Billows, M.A., (London)	40
Comparative Education		
Education in Sweden	R. Aneer, B.A., (Sweden)	48
Reflections on Education in America	S. Thiruvenkatachari, M.A., M. Ed.,	52
THE EDUCATIONAL DIGEST	... ...	58
EDUCATIONAL BOOKSHELF	... ...	68
COLLEGE DIARY	... ...	72
FAREWELL ADDRESS TO SRI A. N. THAMPI		76
ANNUAL REPORT		78
FELICITATION TO DR. CHETTIAR		87

492

Dr. Alagappa Chettiar Training College, Karaikudi
Journal of Education

EDITORIAL BOARD:

1. Sri P. DORAIKANNOO MUDALIAR, M.A., M.A., L.T., Dip. Econ.,
2. Sri K. NARAYANAN, M.A., M.A., M. Ed., (Editor)
3. Vidwan Sri N. SUBBU REDDIAR, M.A., B.Sc., L.T.
4. Sri D. AIYADURAI JESUDASAN, M.A., M.Ed.
5. Sri P. V. SRINIVASAN, M.A., L.T.

AIMS:

1. To promote free education in a democracy through a continuing interpretation of the ideals of **research**, service, and leadership.

2. To provide a forum for the ideas and **experiences** of progressive teachers and educationists; to serve as a living medium through which educational ideologies and experiments should be spread.

CONTRIBUTIONS;

Original contributions, with the author's full name and address, must reach the Editor at least six weeks before the month in which publication is desired.

A statement should accompany each article to the effect that it has not been published in any Journal or that it is not under consideration for publication elsewhere at the time of submission.

Mss. should be type-written only on one side of the paper. No Mss. are returned. The Editorial Board is not responsible for the views expressed by any author.

REVIEWS AND NOTICES:

Educational books are accepted for review. Two copies should be sent to the Editor.

PUBLICATION:

The Journal is published twice a year-every 31st October and 31st March.

ENLISTMENTS:

	INLAND	FOREIGN
Annual Subscription (Post free)	Rs. 4/-	Rs. 6/-
Single Copy (Post free)	Rs. 2/-	Rs. 3/-

Payments are to be made in advance either by Money Order or by Postal Order

ADVERTISEMENTS:

Advertisements should be sent at least before the first of each month of issue. Advertisements will be accepted from firms which belong to such categories as:

(i) Book-sellers and publishers;
(ii) Dealers in Educational equipment;
(iii) Dealers in educational appliances and materials like pictures charts, educational films, projectors etc., which are useful for students, teachers, and institutions.

RATES

	ONE INSERTION.		TWO INSERTIONS.	
	Full	Half	Full	Half
Cover Page (Second or third)	Rs. 50/-	Rs. 25/-	Rs. 90/-	Rs. 45/-
Cover Page (Fourth) ...	Rs. 60/-	Rs. 30/-	Rs. 110/-	Rs. 55/-
Other Pages ...	Rs. 40/-	Rs. 20/-	Rs. 70/-	Rs. 35/-

Size of printed page: 5"×8"

KARAIKUDI,
5th November 1956.

P. Doraikannoo Mudaliar,
PRINCIPAL

Journal of Education

Dr. Alagappa Chettiar Training College

KARAIKUDI

South India

OFFICE OF THE REGISTRAR OF BOOKS
19 JUL 1957
MADRAS

MARCH 1957

EDITORIAL BOARD

Sri P. DORAIKANNOO MUDALIAR, M.A., M.A., L.T., Dip, Econ.,
Sri K. NARAYANAN, M.A., M.A., M. Ed., (Editor.)
Vidwan Sri N. SUBBU REDDIAR, M.A., B.SC., L.T.
Sri D. AIYADURAI JESUDASAN, M.A., M.Ed.
Sri P. V. SRINIVASAN, M.A., L.T.

JL

T45,1,21196K,N57

N57-1.7

98608

REQUIESCAT

What practice howsoe'er expert
In fitting aptest words to things,
Or Voice the richest-toned that sings,
Hath power to give thee as thou wert?

It is an irony of fate that the Alagappa Colleges should be orphaned. Dr. Alagappa Chettiar their fond parent who, within a period of ten years had been able to bring them into being, shuffled off his mortal coil on the 48th anniversary of his birth. An educational philanthropist to be conjured with among those of his ilk in the wide world and one of the very few in India but undoubtedly the foremost in the Southern Country, he dedicated the last ten years of his life for the cause of education at all levels. It was remarked by one of the speakers on the occasion of the inauguration of the Alagappa Basic School that while Karaikudi might be a semi-desert, arid and dry, yielding no crops, Dr. Alagappa was the only Chettiar who was able to discover its fertility to yield intellectual young men and women through the farms of his educational institutions. In no part of our country are so many educational institutions representing such different faculties so closely situated as in Karaikudi, and it was Alagappa's genius that alone could accomplish great marvels within such a short period.

Alagappa did not live for himself; he lived for others in accordance with the old Tamil adage. His life of complete dedication for the cause of education, his ungrudging services for the common weal of students, and his earnest desire to turn out the best from his institutions—these were a great source of inspiration both to the teachers and to students of his great educational campus. In the last years of his life, he presented the aspect of an ascetic in cognito, practising complete self-abnegation at the altar of education, for he denied to himself his own home and thereby deprived himself of his last shelter. A rare combination of an industrialist and an educationist; he had a genius for business and a sense of values for education. The outcome of his industrial endeavours he unstintingly gave away for his institutions. His scintillating intelligence, remarkable intellectual acumen, quick wit and ready repartees were the admiration of his friends as much as the emulation of his contemporaries. Charity never began at home in his case for he served himself last or least. In spite of the mortification of his flesh for a year before his demise, there was neither slow pace nor halt to the implementation of his progressive schemes. Very few educational institutions could have been hallowed by the visits of eminent sons of India. During his life time it had been the singular good fortune of all those connected with his institutions to have enjoyed the rare honour and privilege of welcoming them into their midst.

Karaikudi had been a cynozure of all eyes throughout the length and breadth of the country for ten years, and Alagappa was the moving spirit or the mainspring of all activity. It would be very hard to conceive of his educational institutions without his physical existence. His mortal presence is no more but his spiritual presence is bound to pervade the arena of his activiies. May it give the necessary strength to all those on whom his mantle has fallen for carrying out his several tasks and responsibilities and for continuing to hold aloft his banner of service in his great campus.

PRINCIPAL.

DR. RM. ALAGAPPA CHETTIAR
OUR FOUNDER

Journal of Education

Dr. Alagappa Chettiar Training College

KARAIKUDI

Editor : K. Narayanan

Vol. 1 MARCH 1957 No. 1

EDITORIAL

492

THE SOCIOLOGY OF RELIGION:

The task of education is not only to personalise but also to socialise the individual. Personality development cannot be regarded as an autonomous psychic process. The curriculum and the method should be child-centred and community-centred. The individual's self-realisation should be shaped and conditioned by social demands, and herein lies the quintessence of a socio-religious personality.

The sociology of religion is found in "the perfecting of personality and in the constructing of an ideal society." Religion provides the child with ideals of life, character and conduct, and thus enriches his personality. It also helps him to mould and improve the society in which he is born. A sound educational programme based on a supreme spiritual dynamic is the *sine qua non* for the realisation of the Religion of Humanity. The human equality concept is the product of the Brotherhood of Man under the Fatherhood of God. The Religion of Humanity is one of the essential ingredients of international cohesion and world citizenship.

Man is a somato-psychic organism, and in his all-round development, religion has a significant role. It is a powerhouse of idealism, always essential for social control. With Him, morality is a sense of 'celestial oughtness.'

THE TWIN PROBLEMS OF RELIGIOUS INSTRUCTION IN SCHOOLS:

The importance of religious instruction in schools is easily conceded. But we in India are facing a two-fold problem. What is religion? Does it simply mean a system of dogmas and rites? Does it mean mere denominational instruction? Or does it mean the spiritual values of life? Does it

mean mere non-denominational instruction? The other problem is this. Does it promote a sense of 'Oneness of Man'? Is it a divisive force or an intergrating force? The two problems are inextricably interwoven. Let us now see how these problems are dealt with in Europe and America.

A CONSPECTUS ABROAD:

England: Till Reformation, schooling was the responsibility of the church. In 1870 denominational instruction was prohibited in publicly provided schools. The 1944 Act effected significant changes. Children in all schools, wholly or partly financed by local education authorities, receive religious instruction and take part in a daily corporate act of worship unless their parents object. In county schools, religious instruction of an undenominational character is given according to the "agreed syllabus", a syllabus agreed by a conference representing the religious denominations, teachers and the local education authorities. In the aided voluntary school, denominational instruction may be given subject to the right of the parents who so desire to have their children instructed according to the agreed syllabus and subject to the provision that the school management meets half the cost of alterations to the school buildings.

West Germany: Religious instruction has been restored to its pre-Nazi position in the curriculum without prompting. Broadly speaking, the English pattern is widley followed.

Denmark: Religious instruction is part of the curriculum. A child of the Established Church may be exempted if the parent makes some provision at home under the supervision of the Church.

France: There is no provision for religious instruction in state schools. But the whole of Thursday is left free during term time for the parents to arrange for the religious instruction of their children. It is interesting to note that nearly 40% of schools are maintained by religious bodies. They may not teach religion; but the fact speaks of the continued importance of religion.

U.S.A.: There is no religious instruction in State schools. But Sunday schools are flourishing.

A review of religious instruction abroad gives us interesting insights. The importance of religious instruction in schools is recognised. It is interesting to note that even in England religious instruction of an 'undenominational' character is given in county schools according to the 'agreed' syllabus. It is refreshing to note that even in the U.S.A. which is a

secular state, there has been of late a demand to teach in public schools basic religious values common to all denominations. The importance of *non-denominational instruction* in public schools stressing the spiritual values of life as an integrating force, is gaining increasing recognition in the 'pucca' secular state, the U.S.A.

RELIGIOUS INSTRUCTION IN INDIA:

India is a land of religions, the home of world religions—Hinduism, Buddhism, Chirstianity and Islam. Hence there is a vital need for giving a social orientation and a valuistic approach to religious instruction in schools. The school can bring together children of diverse racial and creedal backgrounds into some sort of social unity, and thus lay the basis on which any ultimate Brotherhood of Man must rest. A Synthetic Public School Religion may be evolved incorporating the areas of general agreement among the world religions. What is wanted is "a broad ethical and humanistic definition of religion." The Epistle of James declares that pure religion is this: "to visit the fatherless and widows in their affliction and to keep oneself unspotted from the world". The 'Gita', a mine of spirituality, breathes in a uniquely powerful way the spirit of catholicity, universality, of assimilation and inclusion, characteristics of Hinduism at its best. In this sense it is fit to be the Gospel of Humanity at large.

In his book on 'The Abilities of Man', Prof. C. S. Lewis has listed a number of leading values on the importance of which universally recognised sages and religious teachers from different culture areas agree. He lists them as follows:

1. The Law of beneficence.
2. The Law of Justice.
3. The Law of Mercy.
4. The Law of Magnanimity.
5. The Law of Duty.

Religions are many; but Religion is only one. When we look at the religions as so many branches of a tree, they seem different, but at the trunk they are one. The Government should take the initiative of constituting an Expert Committee under the chairmanship of Dr. S. Radhakrishnan for evolving a Science of Religion incorporating the fundamentals common to all religions, and for preparing suitable text-books. Religious instruction should be a time-table subject. It should be taught by well-trained graduates in Theology with a broad and human outlook on life and religion. Training Colleges would do well to include 'Religion' as an optional subject.

As for denominational instruction, it is open to the Family and the Religious Institutions such as the Temple, the Church and the Mosque to impart religious instruction in dogmas and rites. After all, the Family, the Church and the School compose the triad invariably linked together as the character-building agencies of the community and pillars of society. There is a need for triangular co-operation in socialising the child.

RELIGIOUS ATMOSPHERE:

Religious instruction by itself is not enough. What is of "equal import" is the religious atmosphere in school. Religion must be woven into the very life of the school. It must express itself in every activity of the school. A general non-denominational prayer in the Assembly, inspiring talks by teachers, teacher's personal influence, and celebration of festivals of all religions, would go a long way to promoting a religious atmosphere in school. According to Dewey and Whitehead, a truly religious education is found whenever knowledge is so taught that it heightens the sense of human responsibility for the inescapable decisions which men must make. The spirit of God, the spirit that manifests itself in the spiritual values of truth, goodness and beauty, should permeate the relations of the Headmaster with the Staff, between the staff, and between the staff and the students. In every discipline, religion is intrinsic. In literature, religious classics should receive great attention. In social studies, thoughtful attention to religious movements should be given.

CONCLUSION:

To sum up: Religion plays a vital role in the social and cultural orientation of the child. Denominational instruction in schools is socially wasteful. A synthetic public school religion, based upon broad ethical objectives implanted in the great religions of the world, would contribute not only to the enhancement of the child's personality, but to the gradual evolution of that "one world" which the sages sighted long ago. In a world adrift, in a world of spiritual vacuum, religious instruction in schools is all the more essential for the moral regeneration of mankind through the full flowering of human spirit. It is open to the Family and the Temple to offer denominational instruction consistent with the interests of society as a whole, and without prejudice to the development of stimulating social bonds. The ideal aimed at is that every child should develop into a full-blown socio-religious personality.

K. Narayanan,

RESEARCH

THE KUDER PREFERENCE RECORD
AN ANALYSIS

INTRODUCTION:

It is an interesting field of work to ascertain the varied interests of pupils—whether they be academic interests, vocational or other. Often we hear expressions such as "Raman has an interest in gardening" or "Sita has a dislike for Mathematics." Several approaches can be made to ascertain such interests in people. Pupils can be asked to write out their vocational and avocational activities which give them the greatest enjoyment. Such accounts will clearly reveal their interests. Observation of pupils by others in different situations too can bring out pupil interests, preferences, likes and dislikes.

But there are already available what may be called *Interest Evaluation Devices* designed for pupils and adults. These enable a quantitative determination of one's vocational and curricular interests in terms of a test score. These are "paper and pencil testing devices" used chiefly in the U.S.A. All these appraisals have their advantages. Though they are subject to various kinds of errors, these evaluation devices indicate interests accurately and have a satisfactory degree of validity and reliability.

Many are such devices available for sale: for example—(1) *The Garretson—Symonds Interest Questionnaire for High School Students*: (2) *Cleeton's Vocational Interest Inventory*: (3) *Interest—Values Inventory by Glaser and Maller*: (4) *Strong's Vocational Interest Blank*: and (5) *Wallar* and *Pressy's Occupational Orientation Inquiry*. In this article the author proposes to critically analyse one typical Interest Evaluation Device called *the Kuder Preference Record*. The objective is certainly not that it may be adopted in India but only to focus the importance of one's interest and preference which are essentials for consideration in any field of organisation and advancement. The analysis also shows the intricacies involved in the formulation of such devices and how they should be utilised and interpreted carefully.

DETAILS OF THE TEST:

1. NAME OF TEST	...	Kuder Preference Record.
2 AUTHOR'S NAME	...	G. Fredric Kuder, Professer of Psychology, Duke University.
3. PUBLISHER	...	Science Research Associates, 228, South Wabash Avenue, Chicago 4, Illinois.
4. DATE OF PUBLICATION	...	First Published in 1939. Revised in 1942. In addition, Forms BB, BM and BI were published in 1948 and the new manual in 1946.
5. COST	...	Specimen sets 75 cents each, re-usable record booklets with answer pad 48 cents each, 2 per 25 answer pads, 50 cents per 25 profile sheets and 2.35 per 100 machine scorable answer sheets.
6. TIME FOR ADMINISTRATION	...	No time limit is set. Adults usually require about 40 minutes to complete the test while high school students take a little longer. Scoring takes about ten to fifteen minutes.

DESCRIPTION OF THE RECORD:

The Kuder Preference Record uses the triad form of items. Kuder employed hundreds of choice items concerning preferences in nine fields: (1) *Scientific* activities (2) *Computational* (3) *Musical* (4) *Artistic* (5) *Literary* (6) *Social Service* (7) *Persuasive* (8) *Clerical* and (9) *Mechanical activities*. The pupil should choose which of three described actvities he would ordinarily prefer most and which least. Typical choices are:

Go to a movie or attend a symphony Orchestra;

Go to an amusement park or play a musical instrument at home;

Take a photograph of a champion swimmer or of a table you would like to make.

From the choices made among hundreds of such items scores can be obtained to indicate interests in the nine fields mentioned adove. Some other examples of preference items arranged in triads are :—

Deliver mail ;
Collect garbage ;
Sort mail in Post Office ;
Be stupid ;
Be Lazy ;
Be mean ;
Go shopping for a sick person ;
Make a jig-saw puzzle for a sick person ;
Read to a sick person.

The Kuder Preference Record presents 169 groups of occupations. The subject is required to select from each group the activity which he likes most and the one which he likes least. From the answers given a score is computed for each of the nine occupational spheres. The Record provides a systematic approach to occupations in the light of one's preferences. This was welcomed with great interest by many Counsellors in schools, colleges, guidance centres and Military departments in the U.S.A. It showed agreeable signs of having been subjected to a great deal of research before it was published in 1939.

VALIDITY:

In the construction of this test two main purposes were kept in mind : (1) to point out occupations in which one has expressed preferences; and (2) to check on one's choice of an occupation if it is consistent with the type of thing he ordinarily prefers to do. In this connection, Kuder has mentioned three basic principles which he has adopted: (1) A stable form of test item should be used so that the correlation of the items with other measures is relatively independent of their position within the test; (2) The scales should be relatively independent ; (3) Scoring should be kept as simple as possible and this could be done by slightly increasing the length of the test.

Kuder started with relatively independent interest factors and grouped together different activities the preference to which is to be recorded. He establishes that each activity is not an item in itself but is related to other activities in the same question and that the form of the

Record has been built on the basis of the analysis of a large number of items in a series of experimented forms. Super observes that, "*Kuder's technique preserves the purity of traits which results from internal consistency and independence.*" Though the Record was developed on student groups, it was administered to adults and judged successful in various occupations. Lots of validation studies and editorial reviews have been published on the Kuder Preference Record.

Kuder places most emphasis upon the fact that people in diffferent occupations, when tested, obtain profiles[1] characteristic of people in these occupations. The scores are presented in tabular form and the profiles are presented graphically. In the Manual the author has given a number of studies showing the relation between the Preference Record and achievement, abilities and job-satisfaction. Frandsen correlated Kuder scores with percent of total credit in Science and Social Studies :—

Kuder Interest Scale	*Percent Total credit in*	
	Natural Science	*Social Studies*
Scientific ...	0.54 ...	—0·35
Social Service ...	—0.17 ...	0.32

Halm and Williams studied the Preference Record scores of women Reservists in the Marine Corps engaged in various military occupations. They found high mechanical, artistic, and scientific preferences and low literary, musical and clerical preferences by aviation assembly and repair workers.

However, it has to be said that the record over-emphasises preferences. It should of course be noted that these items cannot be used in all cultures. There are some groups of items in which making a preference is not easy. The student may express a dislike to all of them. The subject is forced to make a choice in every case. This puzzles some because they feel they are asked impossibilities. The items perhaps stress preferences rather than capacities. Very often people become experts in occupations while their preferences are elsewhere. Faking and distortion of responses is possible as anywhere else. Paterson administered the test to a clerical employee considered for promotion to a personnel position. The data suggested that his interests were clerical, but

1. Profiles are bar diagrams or charts which graphically represent the strengths of various scores in particular individuals or groups.

his scores were distorted in the direction of personnel interests.[1] Thus scores are "easier to get". Christensen ascertained from 27 ninth graders that many items were not understood. When the class was instructed on the meaning of the items and retested, the scores changed appreciably.[2]

RELIABILITY:

The reliability of the Kuder Scales is well summarised in the Manual. The data on reliability indicates the size and nature of the group, the type of reliability coefficient computed and the mean and standard deviation for the groups on which it is reported. The results show the mean and standard deviation for each of the nine scales for men and women in 72 occupations. The reliability of the test is satisfactory ranging from 0.81 to 0.98 with test-re-test reliabilities for the nine scales. These compare favourably with the test-re-test reliabilities ranging from 0.84 to 0.95 reported by Burnham for 11 scales of the strong Vocational Instrument Blank. The median is 0.91. The author has also given the inter-correlations obtained from six groups. The highest correlations are between computational and clerical scales.

Super gives the following comment:

"*These high reliabilities of KPR scales may be the result of item transparency and the stability of self-concepts more than of the adequacy of the inventory.............. But whatever it is the Kuder measures, it measures it reliably*". This is important.

PRACTICAL CONSIDERATIONS:

The 1946 edition of the Manual contains forms for three different base groups-boys and girls from 10-12 grades, college students and adults in a variety of occupations. It also contains full information regarding reliability and validity studies, classification of occupations, interpretations, norms and scoring. It has provided norms for 44 men's occupations and 29 women's supplemented by curricular norms for women's college students in 24 fields. The Manual stands out in breadth and detail of material covered.

1. Paterson D. G. "Vocational Interest Inventories in Selection", *Occupations*, 1946, P. P. 152-53
2. Christensen T. E., "Some observations with respect to the KPR", *Journal of Educational Research*. 1946, PP, 96—107.

Berdie says that the Kuder is "easy to administer, only slightly monotonous to the individual tested and convenient to score." Directions are given in the test. It reads: "*This Blank is used for obtaining a record of your Preferences, It is not a test. There are no right or wrong answers. An answer is right if it is true of you*". Preferences are indicated by punching a pin-hole into the suitable space on the answer sheet. A "needle" is provided to punch the hole. The process of taking the test is easy. The pin should be held in a vertical position for indicating the answers and the holes be punched in the circles.

Profile sheets are provided on which to convert scores to percentiles and plot them graphically. This will interest students very much. There is no time limit for the test. Scoring can also be done easily and quickly. Machine scoring is possible for group tests. Indeed the publication of the KPR was widely welcomed in the U.S., for it was more economical. Furthermore, its format and marking device had an immediate appeal to students taking it. One is not, on the whole, faced with any complexity of procedures.

CONCLUSION:

Scores in the KPR can be high due to self-delusion or an attempt to impress the consultant. But this is true of all tests in general. The Record can certainly be used as a supplement and not to displace other available devices. While saying so, the use of the Kuder cannot be underestimated. Today it is one of the most widely used vocational tests and inventories in the U.S.A. It is a useful *Interest Evaluation Device*. Dr. Super says that enough data are on hand for the Kuder to be used with some confidence in vocational guidance. He adds that the values of the test rest upon, not how the test was constructed, but upon how well it serves in clinical practice and how well it predicts those occupations in which people get the most satisfaction.[1] No doubt, it is an ingenious attempt to obtain an objective score for a person's occupational preferences. More research, however, is required to consider it a well-understood record. The continual development of the instrument is essential.

District Educational Officer,
Coonoor, (Nilgris).

H. S. S. Lawrence,
14—1—1957.

---

1. Buros, O.K., *The Third Mental Measurements Year Book.* P.P. 660—663.

JUVENILE CRIME AND INTELLIGENCE

It was generally believed some time ago that the delinquents were mental defectives. Lombroso held that there was a definite criminal type, and that delinquents and adult criminals were qualitatively different from other citizens. They were said to have "defective physique" and "defective intelligence." With the earlier testing techniques which were crude, many studies were reported about the intellectual level of delinquents and the majority of them inferred that an appalling number of the delinquents was feeble-minded to the extent of 50 to 60%. In one study even 84% of the delinquents were classified as feeble-minded.[1] Goddard in America (Psychologist at the Vineland Training School for feeble-minded in New Jersey) lent the weight of his authority to the beliof that the delinquent was a mental defective, and he emphasised that the greatest single cause of delinquency and crime was low grade mentality [2] He pointed out that every mental defective was a potential delinquent. He wrote in 1919 that "Every investigation of the mentality of criminals, misdemeanants, delinquents, and other anti-social groups has proved beyond the possiblity of contradiction that nearly all persons in these classes and in some cases all are of low mentality.[3]"

But to label the delinquents as mental defectives is unfortunate. More recent authorities like Healy, Burt, Bronner and others, on the basis of large scale investigation, do not support the view that the delinquents are defectives. According to these and other authorities, intellectual superiority among delinquents is found sparingly. Though the percentage of I. Q.'s above 100 is smaller as compared with the percentage of I. Q. less than 100, yet the delinquents are not retarded mentally. In the investigation[4] carried out by the author in the District Jail and the Children's Home in Delhi, as reported here, it was found that there were 17% delinquents who showed an I. Q. above 100 and the remaining 83% had an I. Q below 100, but there were only 27.4% cases with I. Q 's below 70 who could be labelled as mental defectives. The average I. Q. of the delinquent group was found to be 83

1 Sutherland, E. H. "Mental Deficiency and Crime" in *Social Attitudes*: K. Young (Ed) New York, Henry Holt 1931 pp, 357-375

2. Goddard, H. S. "Human Efficiency and Levels of Intelligence." Princeton, N. Y. Princeton University Press, 1920, p. 73.

3. Ibid p 72.

4. For measuring intelligence in this investigation, Dr. C. H. Rice's "The Hindustani Binet Performance-Point Scale" was used.

ranging from 40 to 122 and a large number of them, *i. e.*, 40%, had I. Q's. between 70 and 90. This indicates that the great majority of the delinquents were rather dull than defectives. There were, however, 25.2% average children with I. Q· between 90 and 110 among the delinquents and about 6% superior and 1·5% very superior.

Table I showing the percentage distribution of I. Q.'s in 140 Delinquents studied in Delhi.

I. Q.	Percentage of Delinquents.	Classification.
Below 50	2.2%	Imbeciles } Mental defectives 27.4%
51 — 60	9.6%	Morons
61 — 70	15.6%	Feeble-minded
71 — 80	22.2%	Borderline defectives
81 — 90	17.8%	Dull
91 — 110	25.2%	Average
111 — 120	5.9%	Superior
121 — 140	1.5%	Very Superior

These findings are in line with the investigations of other authorities. Burt reports the average I. Q. of delinquents as 85.[5] Healy gives the mean I. Q. of delinquents as 90,[6] and in another study of 1731 delinquent boys and girls who appeared before the Los Angeles Juvenile Courts in U.S.A., the average I Q. of the group was found to be 85, ranging from 40 to 130.[7] In Merrill's study of 500 juvenile court referrals compared with unselected children, the average I. Q. of the delinquents was found to be 92.5 as against 101·8 of the unselected children.[8]

There is, no doubt, evidence to believe that there are more defectives among delinquents than among ordinary children as this study revealed 27.4% mental defectives among the 140 delinquents, when mental defectiveness was considered in cases with I. Q. below 70. Other writers report slightly smaller figures. Burt in 1925[9] reported that among the London

5. Burt C. *The Young Delinquent:* New York D. Appleton Cent. Co, 1925.
6. William Healy, *The Individual Delinquent*, Boston Little Brown and Co., 1915.
7. C. W. Mann and Helen Mann. "Age and Intelligence of a Group of Juvenile Delinquents" *J. Abno. & Social Psy.* 1933-34 pp. 351-360.
8. Merrill, Maud A. *Problem of Child Delinquency:* New York, Houghton, 1947.p 167.
9. Burt, C. Loc. cit, 1126, 286.

delinquents 8% were defectives. Healy and Bronner in 1926[10] reported 13.5% defectives among their Juvenile Court cases, whereas the report of Glueck and Glueck in 1934[11] agrees with the Healy and Bronner figures. However if the large majority are not defectives, they are, rather, on the average, of lower intellectual level than the majority of other normal children, though there are some children with superior and very superior intelligence among the delinquents. In such cases the social organization does not give adequate satisfaction to a child of high mental calibre and he shows anti-social behaviour because of frustration: and the commonplace rationalisation, that there must be something mentally wrong with such a child, does not work.

The large number of delinquents show lower intelligence; perhaps, for this reason also that they are brought to the Court as they have been caught in their delinquencies whereas others with higher I. Q. easily escape.[12] In any case, this study seems to support the view that there is no direct causal relationship between defective intelligence and delinquency. Intelligence in itself has hardly any bearing on the behaviour difficulties which are the reactions of the whole personality. If one is to look for the cause of anti-social behaviour, one has to take into consideration the various elements in the personality formation and the influence of the environmental conditions. Defective intelligence may lead to delinquency in one environment and may be a barrier to it in another situation. High intelligence is no guarantee for good behaviour. In the face of emotinal conflicts and frustrations of the basic urges, a man of high intelligence may behave like a moron. Delinquency is not a problem because of low mental capacities, but it is caused by emotional imbalance in the face of thwarting of the fundamental needs.

Sometimes it is said that a more intelligent fellow will commit a crime which calls forth higher intellectual powers of scheming, planning and also of thinking of the means of escape. In certain studies intelligence is found to be related to the type of offence. The more intelligent are found to commit major crimes of forgery, fraud, robbery and cheating and the less intelligent to commit crimes of a minor nature like gambling, begging, sex offences as they are afraid and incapable of handling major crimes. But in

10. Healy, W. Bronner, A. F. *Delinquents and Criminals, Their Making and Unmaking*: 1926, p. 183.
11. Glueck, S. and Glueck, E. T. *One Thousand Juvenile Delinquents*: 1934. p. 102
12. C. W. Mann and Helen. F. Mann, Loc. cit. p. p. 351-360.

the opinion of certain investigators like Merrill, there is no positive support for the belief that the type of offences is related to the level of intelligence.[13] The main reason given is that a child who is brought before the Juvenile Court, say, for theft, may commit other offences also. Hence a classification of the offences into various categories in terms of intelligence is not quite valid. There is, however, a trend among the delinquents that a certain type of offence is committed in greater frequency by the delinquents with I, Q. below the mean of the group and certain other offences by those who have I. Q. above the mean of the group. Forgery, being out of parental control, and malicious mischief are more frequent in the latter type whereas sex offences, truancy, vagrancy and assault are committed more by the former group.

In this investigation as indicated by the following table of average I. Q. of the offenders committing the various offences of cheating, pick-pocketing and murder were committed by those who had I. Q. above the mean I. Q. of the group, whereas begging, intoxication, gambling, sex offences, assault and vagrancy were found in cases having I. Q .below the mean. In truancy, stealing and damage to, or destruction of, property, there is little difference in the I. Q.'s of the offenders and the mean of the delinquent group.

Table 2 showing the mean I. Q. of the offenders committing the various offences.

S. No.	Offence	Mean I. Q.
1.	Truancy	82.0
2.	Murder	102.0
3.	Theft	81.8
4.	Begging	79.1
5.	Vagrancy	80.7
6.	Cheating	93.0
7.	Intoxication	74.5
8.	Gambling	79.8.
9.	Pick-pocketing	89.6
10.	Sex offences	78.2
11.	Violence, Assault	80.4
12.	Damages, Destruction	82.5

13. Merrill, Maud, A. Loc. cit p. 173.

But there is no general rule that delinquents with higher I. Q. will commit offences of one type and those of lower mental calibre will commit offences of another type. There is no basis for accurate comparison of normal and subnormal adolescents with respect to delinquent behaviour. A more intelligent delinquent, (e. g.,) may commit sex offences just as the dull, and he or she may commit even more because of greater knowledge of contraceptive methods, of ways and means of obtaining an abortion, and of enticing the partner active or passive, or of treating venereal diseases. Murder or violent attack may be committed by a dull husky truant, as by an intelligent high school boy out of jealousy and emotional out-burst as in the case of a boy of 16, reading in the tenth class with an I. Q. of 107 who murdered one of his class-mates by giving him blows on the head with a hammer. He one day took the boy to a lonely place on some pretext and there he hammered him to death. The reason was that the victim was the monitor of the class and often checked the work of the offender and complained to the teacher about it. The teacher sometimes rebuked the offender; and so, out of jealousy, he committed the heinous crime.

The classification of delinquent acts in relation to I. Q. has no significance. Crime is related to the total personality of the offender and not to intelligence in isolation. In every offence the factor of frustration of the basic urges lurks in the background, though it is acceptable that a person with a low I. Q. will, in most cases, commit a simple offence, whereas a person with a high I. Q. will not be afraid of committing major crimes if and when it is essential to protect his own intergrity. Intelligence must, therefore, be evaluated in reference to the personality of the offender; and as measured in terms of I. Q. intelligence has little relation to the choice of, or persistence in, a criminal career.[14]

Central Institute of Education, Delhi
9—1—1957

Uday Shanker
Reader in Psychology

14. Merril Maud, A. Loc. p. cit 180.

A STUDY IN CONSISTENCY OF OPINIONS

INTRODUCTION:

The present paper reports a part of the investigation,[1] undertaken by tbe writer in 1951 to study the social opinion among students in Madras State. A questionnaire was issued and responses were obtained from 591 students studying in the Junior B.A. or B.Sc. class in the several colleges in Madras State.

SOCIAL CONFORMITY:

Question 10 asked: 'In general do you conform to the social customs of your family?'. The answers to this question ranged from 'I rigidly follow' to 'I never do'. Most of the answers, however, are either 'Yes' or 'No' in a simple manner without using strong terms to express the opinion. The responses could be broadly classified into four groups as shown in the table below.

Table I—showing the distribution of answers regarding social conformity.

Social conformity	Frequency	Percentage
Yes	428	72.4
Partly	43	7.3
No	94	15.9
No opinion	26	4.4
Total	591	100.0

Thus we find that nearly 80% of the respondents report that they are conforming to the social customs of their family either wholly or partly. On the other hand only 15.9% report that they do not.

1. The study 'An investigation of social opinion in Madras State' was undertaken as a part of the 'Tensions Research' programme of the Government of India under the leadership of Prof. Gardner Murphy of U.S.A.

Prof. Murphy has summarized the study in his book 'In the minds of Men'.

The sex break-down showed that 83% of the women (161 out of 194) and 71% of the men (310 out of 397) report that they conform. The C.R. is only 1.47 and thus the sex difference is not significant. Among the nonconformists 21 were women (10.8% of women) and 73 were men (18.5% of men). The C.R. is 2.63 indicating that the sex difference here is significant (one percent level).

The area breakdown revealed that there was no difference regarding the conformists between those living in Madras City and those living in nonmetropolitan areas (83.1% city colleges and 75.6% mofussil colleges with C.R. 2.25). On the other hand there was very significant difference regarding the nonconformists; 21.8% of the mofussil college students were nonconformists as against 10.9% of the city college students (C.R. 3.61). Thus a larger proportion of nonconformists come from nonmetropolitan colleges (59 out of 94) than from the city colleges. (320 students were from seven colleges in the city and 271 from the colleges in Anantapur, Annamalainagar, Mangalore, Rajahmundry and Tellicherry).

The group consisted of 478 Hindus, 36 Muslims and 77 Christians. We can now see the influence of caste and religion regarding conformity. 8% of 188 Brahmins and 22.2% of 290 nonbrahmins reported that they do not conform. As regards religion we find that 16.7% of Hindus, 11.1% of Muslims and 13% of Christians report that they do not conform to the social customs of their family. Thus we find that the Brahmins show a conforming pattern of distribution (88.7% conforming and 8% nonconforming) while nonconformity is more pronounced among the non-Brahmins (72.6% conforming and 22% nonconforming). The C. R. is 4.46. As regards religion we find that the C.R. is only 1.61 between Hindus (16.7%) and other religions (12.4%)

CONSISTENCY IN OPINION AMONG CONFORMISTS AND NONCONFORMISTS:

We can now proceed to study whether there is any significant difference between the conformists and nonconformists with respect to their opinion regarding a number of particular social problems.

(a) Caste System—

The eleventh question in the test was about caste system and was of the closed type. Do you find the caste system to be satisfactory, tolerable, intolerable? The students had to choose one of the three alternatives to complete the sentence.

Table 2-Showing the distribution and significance of difference between the two groups regarding caste system.

	Conformists		Non-conformists		C.R.
Caste approval	N	%	N	%	
Satisfactory	61	12.3	4	4.2	3.18
Tolerable	179	36.1	11	11.7	6.18
Intolerable	251	50.5	79	84.1	8.24
No opinion	6	1.1	—	—	—
	497	100.0	94	100.0	

We find here a very significant diffference between the two groups. Those who report that they do not conform to the social customs of their family look upon caste system as an intolerable institution while those who conform look upon it as either tolerable or as intolerable.

Question 12 was framed as follows-'caste system should remain, be modified, be abolished.' The response indicates their opinion regarding social change. 82% of the non-conformists assert that caste system should be abolished, while 53.6 of the conformists give the same opinion (C.R. 6.25). Here again we find that this group is totally different from the group as a whole and those who assert that they conform to the social customs of the family.

(b) Marriage-

Question 13 asked them whether they approve or disapprove of marriage with other castes and religions. The answers have been broadly classified into two kinds; those which involve caste or religious restriction and those that do not involve restriction of any kind. 37.2% of the non--conformists and 61.2% of the conformists report that they approve of restriction regarding marriage (C.R. 8.93). On the other hand 62.8% of the nonconformists and only 38.8% of the conformists report that they approve of marriages without any restriction regarding caste and creed (C.R. 8.93).

(c) Dining-

The next question (14) asked them to indicate whether they are prepared to dine with people of other castes and creeds. 80.1% of the conformists and 87.3% of the nonconformists reported that they are prepared to dine with others irrespective of their caste and creed. The difference

between the two groups is not significant (C R. 1.91). The lack of difference between the two groups may be due to the fact that an overwhelming majority of the group as a whole (81.2%) are prepared to dine with anyone without difference of caste and creed. The custom of restriction regarding dining has broken down in the student community, and perhaps in the educated group as a whole with the popularity of hotels and restaurants. Consequently we cannot expect to find much difference between conformists and nonconformists since the social modes have changed.

(d) Effect of difference in form of question-

The same items of marriage and dining were introduced in another part of the questionnaire where an adaptation of the Bogardus social distance scale was used. The following table gives the results.

Table 3.-Showing the difference in response between the the groups on social distance scale

	Conformists		Nonconformists		C.R.
Bogardus opinion	N	%	N	%	
Restricted marriage	401	80.7	56	59.5	3.96
Unrestricted marriage	79	15.9	35	37.3	4.09
Restricted dining	214	43.1	27	28.7	2.79
Unrestricted dining	273	54.8	67	71.3	3.19

Here we find that the non-conformists differ significantly from the rest.

It may be noted that the proportions for unrestricted marriage and dining are much lower in the Bogardus responses than for the questions 13 and 14 given above. This shows that the difference in wording between the two sets of stimuli elicits different responses. The Bogardus items ask the subjects to indicate whether they will admit the given groups to kinship by marriage or to take food in the dining room in their house. Question 13 was more impersonal asking the subjects to indicate whether they approve of marriages between people of different castes and people of different religions. Similarly question 14 asked; 'Are you prepared to dine with people of other castes?' Apparently question 13 was interpreted as approval of the action of others and the Bogardus item as referring to one's own action.

(e) Letting of house-

We can now analyse the responses with respect to the other important feature of caste system viz. that affecting the letting out of houses. Generally careful enquiries are made regarding caste and creed before a house is given to another for occupation. Question 36 asked to which of the various castes and creeds the respondent would let his house if it fell vacant. Is there any difference with respect of this between those who conform to family customs and those who do not? The responses have been classified broadly into two groups-those which involve restriction on the basis of caste and creed and those that do not. We find that 45.2% of the conformists and 26.6% of the non-conformists assert that they would let out the houses to anyone without restriction (C.R. 3.19). Thus we find that here also there is significant difference between the two groups, the nonconformists being definitely more liberal in their outlook.

(f) Religious observances-

Question 15 asked 'Do you strictly follow the religious observances of your group? The response to this question can be broadly classified 'Yes' and 'Not strictly' and the other which asserts 'No'. We can now see the difference between the conformists and nonconformists with respect to the religious observances. Among the conformists 48.9% assert that they observe wholly or partially the religious observances of this group while 50.1% assert that they do not. On the other hand 13.8% of the nonconformists assert that they observe wholly or partially and 84% that they do not observe the religious observances of their group. The C. R. of the difference between the conformists and nonconformists is 8.4.

CONCLUSIONS:

Thus we observe that there is a great consistency in the opinions expressed by the conformists and nonconformists. Further in every case except with respect to the responses to question 14 on dining, there is statistically significant difference in the responses of the groups.

The 94 respondents who assert that they do not conform to the customs of the family come out with a definite pattern in their responses. A large proportion of them assert that they look upon caste system as intolerable and that they are prepared to abolish it. This opinion is reflected consistently with respect to the three important problems of marriage,

dining and letting out houses (sex. food and shelter; the fundamental needs of man on which the caste system is largely built). They also assert in a large porportion that they do not conform to the religious observances of their group.

Incidentally this analysis shows that the opinions given to a questionnaire express some fundamental attitude taken by the respondents to the problems. They are not haphazard replies. The large internal consistency is an indication of the reliability and validity of the opinion expressed.

Professor of Psychology
Maharaja's College,
Mysore.

B. Kuppuswamy,
9-1-1957.

" There is no Darkness but Ignorance." (Shakespeare)

" We learn not at school, but in life." (Seneca)

" A straight line is the shortest in morals as well as in geometry." (Issac Barrow)

WHAT IS A TEACHER*

TRUE TEACHING, A CALL FROM GOD:

In the curriculum of the teachers' training throughout the world much attention is being paid to the subjects to be taught, the methods of teaching, and the psychology of the child, normal, and subnormal. But the most important thing of all, without which all the other factors together cannot make for successful education and with which we can afford to do without some of the other factors, is entirely forgotten. Or is it taken for granted? I mean the quality (which is totally different from the qualifications) of the teacher, the psychology of the teacher, the attitude of the teacher to his profession. It is true teaching is often called, not a profession, but a vocation—i. e, a call from God. But this idea is never probed or developed. Its only object seems to be to console teachers for their low pay and unglamorous position in society.

It is said by less old people than Bernard Shaw that those who can't do anything teach. This should not be true. If they only knew what a teacher is, the best men and women in the country would offer themselves for this sublime undertaking, gladly sacrificing all their worldly prospects of making money and occupying positions of power and influence, and embracing the opportunity of being the greatest benefactors of the nation.

THE TEACHER, THE SECOND PARENT:

For the teacher is, perhaps more truly than the physical parent, the parent of the pupil. Henri Bergson with a flash of insight said: *'Leducation c'est uñe generation'*—education is bringing forth of the child to the intellectual, moral, and spiritual life. While the physical parents contribute to the body of the child, the teacher forms the character and provides the environment suitable for the exercise and development of the child's latent, hidden qualities—physical, intellectual, moral, spiritual—to the full stature of which they are capable. The parents are, of course, the first teachers of their child, and professional teachers can only continue what they have begun at home. But most parents are either unable or unwilling to educate their children themselves and therefore entrust part of their responsibility to the school (i.e. the teachers) of their choice.

* **Inaugural Address to the Training College Union, July 1956**

The teacher then becomes the second parent to whom the child will owe, not indeed his physical features or his voice or his gait, but his outlook on life, his way of judging things, his approach to problems, his intellectual, moral, and spiritual features. The child—and childhood goes far beyond the teens—is educated all the twentyfour hours of the day, all the twelve months of the year, by what the teacher is, much more than by what he says in class or outside. He is all the time observing the teacher with his hero-worshipping eyes, eager to admire and imitate. There is no such thing as private life for a teacher—there is for a doctor or a lawyer or an officer—for his every word and action and movement is being watched by hundreds of pairs of clear eyes and talked about by unspoilt tongues. They want to be what he already is. Conciously or unconsciously they are taking after him. Erasmus's pupils wearing their hats askew merely showed their admiration of their master. Goethe said of his teacher Winckolmann that though he had not the gift of speech he was a great teacher because he *was* a great man.

THE TEACHER'S PERSONALITY:

It is difficult to analyse the process of education as we analyse a chemical or physical process: these are based on physical contact, while education is 'action at a distance' and more often unconscious on both sides than conscious—indeed the more unconscious, the more effective and lasting. The teacher's personality is impressed on the pupil—his sincerity, his devotion to duty, his unselfishness, his love of study, his way of judging and speaking about men and things, his accomplishments, his hobbies,—and the pupil according to his capacity absorbs (the word is Madame Montessori's) this human and living environment as the plant absorbs carbon dioxide from the air. It has been truly said that a teacher is known more by his digressions than by what he professedly teaches in class: being off his guard and spontaneous, he is more self-revealing and therefore more impressive and educative in these casual '*obiter dicta*' than in the prepared lectures for which perhaps he has little personal liking.

Thus whether he likes it or not, whether he is conscious of it or not, the teacher is all the time influencing his pupils for the better or for the worse, according as he is a perfect man or not. He must never stop studying, and improving, never rest on his oars; the more accomplishments he has, the more he has seen and heard and experienced, the more times he is a teacher, whether he actually communicates his knowledge and experience to his pupils or not—his very having it is enough to educate them i.e. to reproduce in them his own features, in different degrees and ways but none the less really.

TEACHING, A LIVING MARTYRDOM:

Can there be any adequate payment for such a service? Can there be payment for parenthood? Professional teachers should certainly be kept above want according to their status in society. But no money can 'pay' for the sublime, almost divine (for in a sense creative) service they render, not to one or two children, but to hundreds, if not thousands, who will never realize their debt to their teachers till it is too late. Teaching is essentially a lifelong self-sacrifice, a living martyrdom, and only the noblest souls are fit for it.

St. Joseph's College, Trichinopoly. — *T. N. Siqueira, S.J.*
-12-1956.

"Education is not the amouut of information that it is put into your brain. We must have life-building, man-making, character-making, assimilation of ideals. If you have assimilated fine ideals and made them your life and character, you have more education than any man who can give by heart the whole library"

(Swami Vivekananda).

CHILD GUIDANCE: ITS IMPORTANCE AND TECHNIQUES

Childhood is the most important period of life and the golden period for Mental hygiene, because the child is plastic, capable within limits of being moulded by circumstances. Success or failure at this time means health and the possibility of happiness, or illness and suffering. The conviction as to the great importance of the early years has been the main source of two valuable institutions of recent years, namely, the Nursery School and the Child Guidance Clinic. The main ideas underlying these two movements are :—

1. It is being more widely recognised that the school cannot be expected to do all it could for the character of the child if he only comes under the School's influence at the age of 5 or 6; hence the advocacy of the Nursery School for the years 2 to 5.

2. Further, it is also being recognised that we cannot expect the school alone to do everything to make the aggressive, unsociable boy into a decent co-operative citizen and that the school must receive full co-operation from the parents, and if family influences seem harmful, we must try to modify them. This is the main idea behind the child guidance clinic.

These two main ideas may be accepted as the fundamental principles for general guidance. Child guidance deals with the difficulties that the parents and teachers meet in the upbringing and educating of children and provides a consultant service available to the general practitioner, magistrate and others when they are confronted with unusual cases.

Much confusion in Psychology has resulted from the careless use of the term normal, subnormal, super-normal and abnormal. No clearcut difference exists between these groups but there is an unseen merging of one into the other. The parents and the teachers should have a clear idea about the normal development of a child, which will be helpful in two ways :—

(1) only if we understand what is normal can we begin to assess abnormality :

(2) because in the bringing up of the children one of the common difficulties is the failure to recognize that certain traits may be quite normal in children at particular stages of development. For example, nail biting is rather normal than abnormal about the ages 9 to 12, but it is abnormal in adults. Likewise many parents and even teachers seem to be unduly concerned by the extreme emotional behaviour, aggressiveness, nerviness, lethargy or laziness and so on. If the parent is not aware of the fact that it is usual for the child to pass through a very naughty and also rebellious period between the years of about 2 to 5, he would become anxious and worried over his child's behaviour. It must be realised that parental anxiety is responsible for much childish " nerviness". It would be a gain if both educators and parents in general understood that difficulties in the emotional life are common at particular age and usually disappear of themselves with time and sensible handling. Mild and friendly treatment that does not make the child feel himself a monster will carry most children through this troubled phase of development. We have it very largely in our own hands whether the number of nervous and neurotic people in our country is to increase or not, since the great majority of nervous cases are the products of controllable conditions of home and school and not an inescapable heredity.

SOME CAUSES OF MALADJUSTMENT IN THE HOME:

There is perhaps no factor in the whole of human life which has such a far—reaching influence as that of the family. It is generally agreed that serious maladjustments and personality difficulties other than those with physical causes have their roots in early childhood and are either cured or at least aggravated by wrong handling in the most impressionable years.

The most frequent problem which arises out of the attitude of the parent towards the child is that of the unwanted child : unwanted through unfortunate circumstances, such as death of the mother, introduction of the step-mother, the child who for some reason or other failed to come up to parental expectations and is therefore made to feel an outcast in the family. Whatever the cause, it is impossible for such a child to feel the security which is fundamental to its emotional well-being. Where this is lacking, a variety of psychological disorders may appear depending on the circumstances and temperament of the child.

Another problem very often met with is that of the overprotected child whose mental and emotional development is hampered by the fact that his parents are afraid to allow him the necessary freedom to take risks.

Though the parents have the stronger influence upon the child, the children in the family also have a strong influence upon one another. Brothers and sisters can play an important role in causing maladjustment. A certain amount of jealousy and rivalry among them is so general as almost to be regarded as normal.

The only child, who has no brothers and sisters, is liable to special difficulties of behaviour. Normally, it is in the relationship with brothers and sisters that a child first learns the give and take of a social life and becomes conscious of himself as a member of a group. No sort of relationship with adults can be a substitute for this experience, for the necessary equality of status is lacking.

It is well known that a large proportion of problem children come from what are loosely described as 'broken homes'. For example, illegitimacy is one of the causes of maladjustment. Not only is the child usually unwanted by the mother in this case, but very often he is despised and insulted by his school fellows for what was after all no fault of his.

Besides these causes of maladjustment in the home, it has often been asked whether poverty is not the main cause of social maladjustment, particularly because, the majority of juvenile delinquents come from poor homes. Poverty alone does not cause emotional disturbance though it may lead to a general stunting of development.

The causes of maladjustment in the home are multifarious and the consequences are serious and often crippling. The parental functions of society are not so much to replace family life as to assist or rescue its casualties before irreparable damage has been made.

CAUSES OF MALADJUSTMENT AT SCHOCL:

The first transition from home to school is a severe shock for some children. The transition is made safer in the modern free nursery school than in the older more rigid school by the increased opportunities of freedom of movement and play. This overcomes the initial difficulties

and the nursery school child is able to use these opportunities to the full and to indulge in real creative play with children of his own age. Further, because all children of 3 to 5 are intensely emotional and often unpredictable, individual abnormalities are accepted and each child is given time and opportunity to become happy at his own rate.

On the intellectual side too, difficulties may arise which make normal development an uneasy task. We have the normal or average child for whom our methods and school curricula are pretty well adapted.

Some children are subnormal or feebleminded. They are slow to grasp new ideas and find difficulty in expressing themselves accurately. They can be made useful only by special methods.

Though it occurs less commonly it is sometimes true that intellectual superiority is the cause of difficulty. It is assumed that with this intellectual capacity there goes also an emotional adjustment equally beyond the average and it is expected not only that this will be so but that it will be associated with power of leadership and capacity for responsibility to match.

Example: A boy of 14 years was expelled from one school and was in great danger of having the same experience at another. When examined by the psychologist, it was found that his intelligence was three years ahead of his age; and during all his school life he had been given work that was far too easy for him, so that he had developed a contempt for the work assigned, incidentally for the teachers and school authorities who assigned it. This is likely to be the effect of failing to care for these children in accordance with their needs.

The educators of young children should have sufficient understanding of the psychological processes underlying the difficulties of behaviour to be able to exercise patience and to understand that time and normal growth under favourable general conditions will do much to relieve these difficulties. The educators ought to educate the child emotionally by allowing him to use and develop his emotional life and by teaching him to regulate, manipulate, and differentiate his emotions as he matures. Parents and teachers must realise the paramount importance of a natural emotional development in their children. Growing up emotionally is a slow process and our educational methods must be adapted to the stage which the child has reached.

Personal happiness can only be achieved and full service to the community can only be rendered if an individual is an integrated personality. Perfection on all sides we can never hope to achieve. Integration includes the harmonious working together of all parts of a person, who must accept such limitations as may be imposed on him by defects of structure or functional poverty and use to the full all the powers that are available to him.

In the hard task of bringing up children in the home or in dealing with the difficult child in the school many parents and teachers are looking to the psychologist to give guidance. The idea of applying psychological methods to the handling of difficult children originated in the United States where the first clinic was started as a result of Healy's interest in and desire to work with delinquents from the juvenile court. Further the need for training and education became evident and demonstration clinics for these purposes were next started.

In India a few child guidance clinics have sprung up whose aim is to render preventive and educational as well as a therapeutic service to children. Clinics give guidance not only to juvenile delinquents referred to it by the court, but are free to draw cases from any sources.

The sources may perhaps be considered in three groups representing roughly the social groups to which the child belongs: the home, the school, and society at large. Bad behaviour at childhood should never be neglected. By neglecting them the parents or the teachers are sowing the seeds of later disaster. It would always be desirable for the parents of a backward child to have the causes of this condition enquired into as early as possible and if the parents feel that the child is not upto the normal mental level for his age, he must seek expert advice.

In recent years scientific periodicals and even newspapers have all borne testimony to the amount of wasteful life which is the result of "functional" illness, that is, illness produced by mental causes whether its symptoms actually be on a mental or physical level. Accident proneness, absenteeism in industry, broken marriages, social offenders in Jail are crying witness to the failure of our present methods of handling the developing personalities committed to our care.

In the child guidance clinic, the team method has been developed to deal with the different aspects from which difficulties may have arisen. The psychatrists's hare of work is with the child himself, the social workers

with the environment, whether parents, school or social agency of one or another type. The social workers must try to visit the homes before the child is brought to the clinic. Often it is advisable for the social worker to visit the school. As a result of the preliminary visit to the home, and perhaps also to the school, the social worker should be able to present to the other members of the team as her contribution towards diagnosis, a report embodying the following features:

1. A general account of the child and his problems as reported by the parents and also by the teachers.

2. The family history of the child with some account of the personalities and occupations of both parents and of brothers and sisters.

3. A picture of the home in its material aspect and relation to the outside world.

At this stage, the educational psychologist, sometimes called testing officer, is included as the third member of the team, whose work is to study and test the patient's intellectual capacity, since obviously we must know this when assessing the causes of the child's breakdown and secondly to help him over any actual educational backwardness where this exists and is remediable. The psychologist has to obtain accurate aesessment of the child's intelligence by means of intelligence tests. His first aim before beginning the test is to create an atmosphere in which the child feels entirely confident and at home. It is a good rule always to begin a test in clinic work at a level well within the child's capacity as the initial test acts as a shock absorbers, enabling the child to do his best and the examiner to obtain a general idea of his level. The child then gains confidence and works with more enthusiasm. The psychologist's report should include a description of the child's attitude to the test situation, whether he enjoys being tested or resents it. The report should also include a description of the child's poise and physical movements.

The diagnostic interview by the psychiatrist depends, on necessity, on the age of the child, his capacities and the nature of the complaint. With small children play is the natural method of approach. Once the child settles to play, his methods and freedom his use of material and dexterity in handling it or on the other hand his complete incapacity for using any kind of material, lack of concentration and consequent flitting from one toy to another may all be useful indications of the nature of his difficulty.

The meaning of the child's play is determined not only by the whole setting but also by his life story and family circumstances. For instance if a boy makes a large toy dog fight a small one, and the small dog wins, the therapist does not jump to the conclusion that he dramatizes his wish to fight and overpower his father; yet if the therapist has weighty evidence to the effect that the relationship between father and son is very strained, he is justified in making an interpretation in these terms.

Play may be studied both from the point of view of the choice of the materials and from the nature and type of the play. From the type of the play one can decide whether a child is comparatively normal or disturbed, whether his disturbance is due to over anxiety, excessive unresolved aggression for which he cannot find an outlet and so on.

Karl Gross who worked out a theory of play concludes from his observations of children and young animals that play was Nature's own method of teaching her creatures how to use their capacities and further says, that as the child plays he relieves and reveals himself, for play like everthing in mental life is influenced by what has gone before it.

Once the diagnosis has been made and the necessity for treatment recognised, it remains to decide what form of treatment should be taken in the case of each child. Generally it is believed that all psychological treatments ought to be individual. Group therapy can be used to help children whose difficulties are mainly due to their environmental rather than to deep rooted inner conflicts.

In the treatment of delinquency both the child and the enviornment have to be considered. The best method of procedure is always through getting at a fundamental understanding of the trouble. The mental life of the child is the most important for consideration, since delinquency arises directly from the character of the child's ideas.

The child's conflicts, unhappiness, and neurotic attitude provoke negative or anxious reactions on the part of his immediate environment with repercussions on a wider scale spreading in concentric circles as the child grows up and gets into contact with larger groups of individuals. The task of the therapist is to break this vicious circle by producing a change in attitude, first in the child and then through the child in the parent or if possible by direct means in the parents themselves. When this is done a way is open to possibilities of further development and creative adjustment

until finally a 'virtuous circle'' has been established on a hopeful positive atmosphere which replaces the former atmosphere of hopeless resignation. So the main aim of treatment in all childhood neurosis is to improve the disturbed relationship between the parent and the child to make it easier for both to understand each other. This may seem slow but is desirous at first.

The success of the child's treatment depends partly on the interest which the parents, particularly the mother takes in his ultimate cure. It is the test of the social worker to ensure parental co-operation not only in the earlier stages but throughout a long treatment, in some cases running into months. The problem child's parents very often have some problems and in order to be fully equipped to deal with them, the social worker must have a special training in psychology and psychiatry.

It is a widely accepted view that neurosis in adults is due to the repression of unconscious conflicts, which then appear in consciousness in a distorted form, but there is some divergence of opinion with regard to the actual forces involved in conflicts of this type. Adler favours the theory that the warring forces lie between the ''will to power'' in the sphere of love, work, or community and any inner obstacle to its realization especially the ''inferiority feeling''.

Jung's view is that the clash always occurs between the the predominantly developed mental functions, by means of which the individual had effected his adaptation to reality and its undeveloped conterpart in the unconscious, its neglected opposite.

One of the aims of therapeutic play is to uncover these conflicts helping the child to become aware step by step, of the origin of his symptoms. In this way play is analogous to conversation and free association of the adult.

By making use of play in psychological treatment a double task is fulfilled. The child is set free from him neurosis, his fears and his conflicts and with the aid of the therapist recovers his wholeness. At the same time, the therapist discovers a new way of access to the child's mind and by his studies extends the knowledge of structure and dynamics of the child's rich and complex mental life.

With order children and also younger children who have been discouraged in play at home, this method does not work. Drawing, like play way occasionally gives a clear explanation of a problem. Another interpretative method occasionaly useful is a story telling one.

Group therapy in children : The development of a group treatment is as yet in its infancy. Treatment of children in groups has advantages from the purely administrative aspect, because the treatment waiting list, which is often long, can be reduced through more children being taken at a time. As in individual treatment the aim of the group therapy is to provide an atmosphere in which the child is free to externalize and to set into perspective his previous experience and thus to digest it.

DEVELOPING A WELL-ADJUSTED CHILD :

1. What the child needs more than anything else, if he is to be well-adjusted is a sense of security. The sense of security can only be built up in an environment both stable and satisfying: (e.g.) one in which the persons to whom the child becomes attached do not change frequently.

2. Every child should experience joy of success, both in achievement and in personal relations: unless he does so he cannot build up the sense of security and personal worth that is necessary for mental health.

3. Active social participation in group life with increasing responsibility is of great importance. To deprive the child of human society when he is ready for it is a serious educational mistake.

4. The child should be given ample opportunities for creative activity and for learning by doing. One of the chief forms of help the school can give to bereaved children is the opportunity to express their feelings in art, in painting. drawing, modelling, music, poetry etc. Very often they can express their feelings quite openly and directly in these media and this would bring great relief to their conflicts.

5. Over stimulation and over excitement are bad for all children but particularly for the excitable ones. If this tendency is recognized early enough a great deal can be done to overcome it, if parents have the necessary patience and insight. These children should be given only a very few toys, a great variety of toys should be avoided. Interference with any of their activities should be reduced to a minimum. As early as possible they

should be given little jobs to do and should receive praise when they are well performed. It is imperative that adults should never speak or act towards the child in a way that implies they expect him to fail. This negative suggestion will destroy self-confidence and the desire to make any effort.

6. In the normal childhood imagination plays a very great part. If children are to be happy their imagination needs must be met by the provision of suitable play materials and materials for occupations such as drawing, modelling, building etc. Without these the child's intellectual and emotional life necessarily becomes starved and impoverished.

This subject of adjustment or maladjustment is of supreme importance in the upbringing of children of all ages. No matter how much individual children may differ from one another, we should always have one clear purpose on view—that is, as teachers, we help children achieve a poised and well balanced personality.

Department of Research
Dr. A. C. Training College,
9—3—1957.

SAVITHRI,

VOCATIONAL AND EDUCATIONAL GUIDANCE

INTRODUCTION:

The guidance of youth and of adults has a very direct relationship to individual welfare, family wellbeing, national strength and progress. The extensive literature in the field of both vocational and educational guidance shows that many consider such guidance of prime social importance. In recent times a new branch of applied psychology calling itself vocational psychology has come into practice, having as its practical aim the solution of the problems of national economy and industrial prosperity. Vocational psychology bifurcates normally into two branches, vocational guidance and vocational selection. The former is concerned with the choosing of a vocation or career by the individual, and the latter with the choosing of an individual for a particular job or career. While vocational guidance represents an attempt to advise the individual regarding the kind of vocation for which he is best adapted, vocational selection represents an attempt to select the most suitable individual for a particular kind of employment or in many cases for a particular job. The primary concern in the first case is the best interest of the one who is to be employed, and in the other case, the best interest of the employer. The two are nevertheless complementary to each other rather than antagonistic, and adequate service in both respects is in the best interest of the community. Moreover, if vocational guidance is adequately organised in the community, vocational selection by the employer would be greatly facilitated.

Studies in vocational guidance have received increasing attention in recent years due to its contribution to the welfare of the individual and the society. Vocational guidance is a separate movement forming the bridge between school and vocational life, with one hold in the former and one in the latter. It is not mixed either with educational counselling or with vocational selection, although these three can sometimes coincide to some degree in practical life.

Definition: The National Guidance Association of America has defined vocational guidance as a "process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it". It is

concerned primarily with helping the individuals to make decisions and choices involved in planning a future and building a career, since decisions and choices are absolutely necessary in effecting satisfactory vocational adjustment. Vocational and educational counselling were considered in early days as an analysis of the individual and of the occupation. The true reasoning based on these had for its watchword "analyse yourself and analyse the job". By true reasoning we mean the guidance given to the students to draw sound conclusions from facts about occupations. Further, it is obvious that people have feelings and attitudes towards every aspect of their life; hence personal counselling must also enter into their vocational problems. It is absolutely necessary that vocational guidance should take into account both the rational and emotional factors and this led to the recent definition of vocational adjustment by Dr. E. Super in terms of self-concept. He maintains that "vocational guidance is a process of helping a person to develop and accept an integrated and adequate picture of himself, to test this concept against reality with satisfaction to and benefit to society."

VOCATIONAL GUIDANCE IN INDIA:

Vocational guidance as a scientific movement is still relatively young. This is mainly due to the fact that we have been strictly adhering to the system of "varnasrama-dharma" that is, the traditional form of classification of the population based on the different kinds of occupations. It is interesting to note that from older days certain occupations were confined to certain classes of people and such occupations have gradually and naturally developed into a very strong system of family occupations. In the past it was obligatory on the part of the son of a barber to follow his father's job. As a matter of fact his vocation was decided even before he was born. Further, this age old system has produced certain important social and psychological values. A large number of people consider it their duty to stick to the work of their forefathers. Even after the present political changes these values are found still to linger.

This system of family vocations thwarted the progress of poor people and further assigned different economic values to various occupations in the society. This has led to the development of a feeling of contempt towards certain occupations. The "white-collarism" is an obvious outcome of the system of traditional occupations and economic exploitation of the poor. This situation presents one of the most important problems for the vocational counsellor. It is the duty of the counsellor

STAFF AND STUDENTS 1956—57

as far as possible not to allow the individual to be a misfit with regard to the choice of oocupation by taking into consideration, the various determinants that affect the choice of vocation. Far too often parents select the careers for their children. In their selection they are frequently motivated by a desire to have the boy follow in his father's footsteps, to go into an occupation of higher prestige level than that of the father's, or to go into one that the father always wanted to enter but, for one reason or another was unable to. Thus the parents ignore the boy's own interests and abilities. Naturally vocational misfits are not only unhappy in their work but their discontent spreads to every phase of their lives. It leads to inefficiency, which is an obstacle to advancement. The lack of advancement in turn contributes to their discontent. It becomes a vicious circle that results in greater unhappiness and social maladjustment as the years pass. Having seen cases of square pegs in round holes, we should give children proper guidance so as to enable them to avoid making a similar mistake in their own life.

GENERAL PRINCIPLES OF VOCATIONAL GUIDANCE:

To understand the principles of guidance from the vocational standpoint, one must go deep into the two main aspects, namely, the *individual* and the *vocation or the job*. With regard to the first aspect, we have to ask the question—What are the capacities of the individual and what aptitudes does he possess? The answer to this question is determined with reference to the second question which demands what ability this vocation or job does demand from the individual. This is called "Job Analysis". For the above questions the subject of psychology has its best contribution to offer in the form of psychological tests. Many sources of information are employed by the guidance worker in assisting an individual to make vocational plans. Among the sources utilized are the individual's aptitudes, intelligence, personality, home background including financial status, scholastic accomplishments and physical conditions.

Aptitudes: As defined by Warren in his Dictionary of Psychology, aptitude is "a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some (usually specified) knowledge, skill or set of responses such as the ability to speak a language, to produce music etc." Aptitude refers to a specific type of behaviour ('S' factor of Spearman) rather than a General one (i e 'G' factor of Spearman). It is the present capacity of the individual influenced by the environment to learn a

particular pattern of activity and become proficient in that. Aptitude refers also to the limitations of one's own maximum possibilities to learn beyond which ability or achievement cannot go. Ability to a great extent depends upon the complexities of life.

Aptitude tests provide information of great importance both to the counselor and to the client seeking vocational guidance. Aptitude tests are perhaps the best tools that help the counselor to select satisfactorily, a certain vocation for the people by providing significant details for an inventory of the pupil's strengths and weakness in important areas of life. Aptitudes are classifed differently by different psychologists. The most important and common among them are mechanical, scientific, clerical musical, artistic and social. Mechanical ability is the capacity of the individual to manipulate concrete objects. Social ability deals with the art of managing with people. Clerical ability demands on the part of the individual to work rapidly with figures, detailed working and checking. Artistic ability deals with the capacity to evaluate form. Musical ability is the ability to discriminate music and give some form of expression to it.

ASSESSMENT OF INTEREST

The doctrine of interest revolutionised the educational system by going against the old, traditional doctrine of discipline and it was willingly accepted not only by educationists but also by psychologists. R. S. Woodworth is of the opinion that "human interests keep pace with human capacities. Almost always where a child displays talent, he always displays interest." Assessment of interests is very essential for vocational guidance, in view of the fact that they play a prominent role in an individual's choice of a profession. Moreover satisfaction in a particular occuption primarily depends upon the individual's interest in it. Many vocational misfits could be avoided if practical use were made of the individual's interests. Hence the study and analysis of interests has been the attraction of many with a view to make the best use of them in vocational guidance. The interest of an individual can be studied in four ways. They are as follows :

1. By testing interests objectively; such interests are called "Tested interests";

2. By studying the individual's leisure time activities and hobbies; such interests are known as "manifest interests";

3. By studying the verbal expression of an individual's likes and dislikes towards some objects, activities or vocations; such interests are called "professed interests";

4. By scoring lists of activities etc. to which the individual responds on the basis of his likes and dislikes; such interests are termed "inventoried interests" and they differ from "professed interests" in being more stable, subtle and vaild.

Though the interest inventory is considered to be one of the most important technique in vocational guidance, we must be aware of the fact that it is not the only determining factor affecting occupational success. The interest inventories most commonly used in guidance centres are the Strong Vocational Interest Blank and the Kuder Preference Record.

INTELLGENCE: Intelligence has been defined as the capacity to adjust to new and changing situations and to solve new problems. Therefore it is quite natural that intelligence affects vocational success in a number of ways. Besides, vocations differ a great deal with respect to intelligence, and many investigators have classified occupations according to the level of intelligence required. Because of the relationship of intelligence with vocational choice and vocational satisfaction, intelligence testing has been one of the important procedures in vocational guidance.

PERSONALITY FACTORS OPERATING IN VOCATIONAL GUIDANCE

Aspects of personality are believed to be relevant to the success of many jobs, but it is not clear how much of the different personality traits are needed for a particular job. Certain traits do appear relevant to success, but some seem relevant to all jobs. For example, an extrovert may shine well in interpersonal relationship rather than in scientific field, though the presence of this trait in an individual is essential to success in whatever career he chooses. Hence performance in any job depends not only on the personal traits, intelligence and aptitudes, but also on the interaction of these with the characteristics of the situation in which he works.

Home Background: This refers to a person's general picture and includes such considerations as how long can an individual afford to study in view of the financial circumstances of the family and how important it is for him to earn. Thus various factors act and counterbalance one another in complex ways. For our purpose these factors are important in so far as they affect the choice of jobs.

IDENTIFICATION AS A FACTOR IN OCCUPATIONAL CHOICE:

In vocational counselling one meets with large numbers of cases where the occupational choice of the individual seems to have been influenced by identification. Identification as a psychological mechanism is used by the child's ego from the earliest stages of infancy with regard to the fulfilment of some of its biological and psychological needs. Any imitation on the part of the individual, whether conscious or unconcious, idicates a kind of identification. From our common observation, we find that children of doctors and lawyers wish to stick to the same profession as their fathers'. But this should not suggest that their choices based upon identification would be supported by abilities and interests. Sometimes the choices seem to be quite appropriate being supported by interest and aptitude factors in close alliance with the ego. Sometimes the individuals are likely to create heavy handicaps if their choices are not supported by abilities and other reality factors, which finally may lead to undesirable consequences. The development of joint family system seems to facilitate identification process not only with parents but with other members of the extended family.

Avocations:—To train for the desirable use of leisure time is one of the cardinal objectives of education. If the children are to be happy, well-adjusted, law-abiding citizens, it is essential that they use their leisure time wisely. Much of the juvenile delinquency and adult criminality of our times could be avoided if the energy expanded in criminal acts is diverted into more desirable channels in society. Further any avocation may contain a seed which can be nourished and developed into a full blown vocation. Therefore avocations may be used as vehicles for exploring and broadening the occupational horizon. Many young people are not inherently interested in any specific occupation for a future time that seems far in the hazy distance, but they can be stimulated by co-operative group activities in mechanics, music, crafts, etc. These activities exert an influence on the educational and vocational ideals and achievements of young people. Such activities develop skills and work habits of occupational importance and provide an excellent index of the individual's interest. The opportunity to assist in such development constitutes a challenge to the vocational counselor.

UTILISATION OF COMMUNITY RESOURCES IN VOCATIONAL GUIDANCE.

It is probably true that the bulk of vocational guidance is still rather casual. There are systematic methods used by guidance agencies in brin-

ging young people into contact with the actual occupations of the community.

The youth who is planning his vocation needs some realistic approach to the study of occupations. Vocational guidance must go directly to the community for these resources. One of these is the career conference. Speakers are brought from the community to describe the work of specified vocations and the opportunities offered in the future. This plan usually evokes active interest in vocational issues. If either the guidance officer or the youth is to understand the literature of the guidance and build the foundation for realistic planning, he must turn to the valid records of the community. Thus the practical man makes a genuine contribution to vocational guidance.

Vocational Adjustment: The causes of vocational maladjustment and backwardness in school children may lie in their emotional disturbances. These personality problems if not tackled properly at the opportune moment, may alter the whole course of life plan and disturb the educational and vocational adjustment of the individual. Hence the need for vocational guidance is being keenly felt in our country for the successful choosing of a career and fitting the individuals to play their parts more effectively in the social system. Only when an individual is engaged in work for which he is most fitted, he will be happy and able to fulfil his ego to the infinite benefit of family, state, and civilization.

From the beginning there has been evidence of two points of view with regard to vocational guidance. One school of thought regards it as merely occupational information and the placement of the individual in job, suited to his capacities and interests. The other school of thought influenced by the mental-hygiene view point thinks of guidance as adjustment and development. It is interested in personal and social as well as health and recreational guidance. Its aim is to fit the pupil not only to make a living but also to live and thereby promote his social, emotional and intellectual development, so as to enlarge his choices of jobs and his enjoyment and efficiency in them. The trend among educators would seem to be somewhat towards the latter point of view, but the general public hold largely to the former. We should always be aware of the fact that a guidance programme should be comprehensive in scope with a harmonious blending of the above two principles and should include not only counselling and placement but also a follow-up programme to see that the youth gets properly established in the work of life. Testing and research also should find a place in the guidance programme.

A guidance programme comprises within itself four main objectives namely (1) choosing (2) preparing for (3) entering and (4) making progress in any occupation, and also contemplates three major forms of activity namely, (1) counselling (2) placement and (3) research. Actually placement has received more attention than the other phases of the programme. unemployment is so prevalent that "graduation means unemployment" has become a by-word in education. Hence the finding of jobs naturally becomes a matter of first concern to students and educators alike. Successful placement is the final step in a proper vocationnl guidance and this should be accomplished with the help and co-operation of the employment exchange and other employing agencies.

Educational Guidance:—By educational guidance we mean the process of acquainting the individual with various ways in which he may discover and use his natural endowments, in addition to special training available from any source so that he may live and make a living to the best advantage to himself and to society. But in addition to the help offered to a normal child in his choice of courses of studies, educational guidance would also include the diagnosis and help given to the backward and gifted children including the so-called problem children. The significance of educational guidance in the present system of education has been recognised by all who look forward to the well-being of our future citizens Realizing the needs of our new democratic set up and keeping in view the vast individual differences that exist among children, the school curriculum should include different types of bifurcated courses in the secondary education with full emphasis on equality of opportunity for all, in which case guidance is absolutely necessary for choosing an appropriate course according to the pupil's taste and special abilities.

For educational guidance of school children the most appropriate time is obviously at the end of the last term of the class VIII, wherein the student must choose one of the diversified courses in class IX in accordance with his ability, aptitude, and interest, which may lead him to proper occupational choice. Hence proper educational guidance would lead to pre-vocational guidance and ultimately lead to vocational guidance proper. Educational guidance thus involves the difficult art of guiding boys and girls in the selection of suitable courses of study and enabling them to plan their own future wisely in the light of all the facts that could be assessed about themselves and about the world in which they have to live and work.

ROLE OF THE COUNSELOR IN EDUCATIONAL AND VOCATIONAL GUIDANCE,

The character and personality of the counselor or teacher is in no way less important than the factors connected with vocational and educational guidance discussed above. The essence of good guidance reveals itself through the healthy and cordial relationship established between the pupil and the teacher. No series of administrative devices can be substituted, for these human relationships. However the administrative devices can be made to function only through that relationship. It has been said that every teacher is a counselor. He or she should keep a record of each pupil, make all entries. see that the data are collected for these entries pertaining to personality, conduct, co-curricular activities, personal anecdotes and so on. In effect the teacher becomes the pupils' biographer. The counselor lives with his pupils and is always concerned about them. Every counselor or teacher should see that the pupils do not neglect their obligation and also see that the school does not neglect its obligation in return.

An effective programme of vocational and educational guidance requires the co-operative effort of administrators, teachers, counselors, health specialists, parents, the community organisations, and the pupils themselves. The more the co-operative effort becomes a common enterprise for the attainment of the maximum limits of the potentialities of every student, the more fruitful is the outcome of vocations and educational guidance,

Department of Research, *M. S. Lalitha*
Dr. A. C. Traininy College. 12—3—57.

THE TEACHING OF A FOREIGN LANGUAGE TO MIDDLE FORMS

SPECIAL PROBLEMS IN THE MIDDLE FORMS:

The teacher of language in the middle forms, and particularly in the fourth year of work, faces very special problems. He may not need to control his vocabulary so strictly as in the first three years; he may be able to rely on certain language habits having been formed and a certain interest or stake in the language having been built up in his pupils. The teacher of middle forms may not need a carefully rehearsed and practised technique such as the teacher of beginners needs, nor a wide knowledge of the language such as a teacher of the advanced pupils needs, but he must be clever and ingenious at relating all that comes in front of the class, however bookish and theoretical it may seem at first sight, to the experience and consciousness of the individual boys and girls in his classes. He must also have a clear and systematic knowledge of the essential structure of the language, such as will make it possible for him to show his pupils how to systematize the knowledge they already have; he must be able to develop the basic-and perhaps imperfectly mastered-skill they have into a general ease and fluency. He must train them in a receptivity that will help them to add to their knowledge and skill without, in the future, so much dependence on the teacher as has been necessary up to that point. He must begin to prepare them for complete independence from him.

The teacher of a fourth year class has several special handicaps. The first enthusiasm that his pupils feel on venturing into an unknown language and culture, the delicious strangeness of finding that they can express themselves in a strange way in strange words; the delight in mastering strange, neat tricks and in catching significance from the fleeting and teasing sounds of them, has worn off. There is familiarity, but a lack of ease clogs and dispirits them; a limited vocabulary cramps them. There is discouragement too as the learner feels himself held back from the ease of expression and depth of recognition that he is accustomed to in his own language. He had hoped for so much and seems to have achieved so little: the early victories, that seemed so satisfying and worth winning, have come to be taken for granted. More time and effort is now needed for comparable advances.

Besides that, there is very often-especially where language is taught for the first three years in the middle school, and from the fourth year onwards in the upper or high school- re-organisation of classes after the third year : the fourth year may be the first year of the high school, a new school, with boys and girls from a variety of different schools with different standards, different methods and text-books concentrated into the same class. Changes of attitude and intensity, strange surroundings and personalities, new voices, unaccustomed pronunciation and intonation all tend to discourage and confuse. This break in continuity, this sudden putting together of diverse elements usually comes at a time when the majority of the pupils reach the age of 14 or 15. This is the age at which the average intelligent child is beginning to be interested in theoretical considerations, in abstract speculation and analysis. This is the age at which grammar comes to have some sort of significance for the academically minded child, and this is the age at which it can be taught with the least wastage of effort and time.

NEED FOR A CHANGE OF EMPHASIS: NOT OF METHOD:

The wise teacher is glad to take advantage of this break by a change of emphasis. There will be no real change of method: he will continue to relate everything taught to the real life and experience of his pupils ; he will still introduce new speech material in free discussion with text-books closed ; every topic, however remote, will be rooted in the homes and class-rooms and playing-fields of his particular pupils. But he will be more ready to discuss the forms of language as such ; he will train his pupils to look for analogy, to classify, to analyse and to arrange ; he will make them consciously aware of the structural form and unity of the language material they have already learnt. He will train his pupils to correct their own and one another's mistakes. Their approach to language from now on will tend to be the scholar's approach instead of the instinctive approach it has been up till now. In the first three years we are giving the plain unacademic individual his chance of picking up the essentials of a language that will be ready for use in his mind until he needs it ; then the pressure of use will help him develop what he already has into a complete mastery. This amount of knowledge of a language, if it has been soundly taught without any part of it being allowed to become detached from the full consciousness of the pupil, will have helped to develop the consciousness and awareness of the pupil ; that is, it will have been an educative process in the general sense and suited to the stage of development of children

under the age of 14 ; but besides that, it will have been an immediately practical introduction to an immediately exploitable skill in a useful foreign language. Further progress will depend on the pupil's coming into direct contact with the language. If he never uses it again, the enlargement of his experience and consciousness will remain, but no time will have been lost, and no harm done.

It is best if the main structure of the language is taught in the first three years and only relatively unimportant, or alternative modes of expression, are left to be taught in the fourth year. In this way the essential tools are put in the hands of the pupils by the beginning of the fourth year, so that there can then be a relatively great expansion in the use and application of the language during the fourth and fifth years. As long as any important structural elements of the language are unknown, the use of the language must be artificial and dull, but once these have been taught, even partially, their practical application in various situations will ensure their being thoroughly absorbed. The teacher of a fourth or fifth year class must see that his pupils get systematic practice in using all the structural forms that have been learnt up to that point. This revision work can be done to a very large extent with new vocabulary in new fields of application of the language, but it must be reinforced and systematized with exercises based on a systematic presentation of the grammatical structure of the language.

Even at this stage grammar should not be presented in the form of the summary of a rule or usage-a sort of blue-print or list of instructions to be followed in practice-however well the form may be known to the class. The teacher should devise an exercise-if he is fortunate, the writer of his text-book will have done this for him-which will require very little reflection to do correctly, but will ensure that every member of the class, whether brilliant or backward, will speak, hear and, finally, write a set of sentences in which the rule to be taught is embodied. When this has been done and an instinct for the correct form implanted or strengthened, discussion can be brought to bear on the form, and then definitions or diagnoses of the usage may be invited. When the teacher has satisfied himself, in the course of the discussion, that even the dullest members of the class have begun to have a conscious understanding of the usage based on a good deal of unconscious habit, he can draw the attention of the class to the account of the usage given in their text-book. The discussion of how complete and accurate this account is will help to clear up any

confusion and will fix the essence of it in the minds 'of the pupils. Afterwards, the conclusions of the grammar, or a summary of it-or, if necessary, an alternative version of it-in the note-books, will be an authoritative reminder of the rule always available for reference and revision.

I once was present when an experienced and conscientious teacher was trying, at the beginning of a school year, to find some common ground in a newly formed first year class of a *lyce'e* in Turkey. His pupils were all nominally in their fourth year of English; out of 35 or more boys, one boy came from an English medium school in Ankara, and another from an English medium American-run school in another town; their English was almost as good as their Turkish. Two came from schools in Istanbul where the standard of English teaching was high. Eight or nine were already known to the teacher; they came from a nearby middle school where the standard was fairly good and he himself did some teaching; ten or twelve came from the other middle school in the town, where the teacher had been ill and away from school. These boys had been without a teacher for several months. The remainder came from small middle schools throughout the district, in some of which there was no regular teacher of English, in others a very poorly qualified one. Two of the boys had been learning French so far; they had chosen to do English from the beginning but their school had had no teacher of English. They had been promised that they should learn English as soon as there was an opportunity. They had promised to work very hard and catch up. It was hoped that French would help them a little. What was the teacher to do with this ill-assorted collection?

The danger was for the class to remain divided into sections, for the teacher to give a series of private or group lessons while the rest of the class stared blankly at the wall or out of the window. The teacher had heroically started to read book four. For a few it was childishly easy; for some, difficult, but not beyond their powers; for about a third of the class it was so far beyond them that they had sunk into a state of despairing apathy. He turned to me and asked me what I thought should be done. I had no idea; I took over the class for a lesson and was able to concentrate the attention of all the diverse elements on to me by the novelty of my presence among them, by questioning them about their previous schools and the English work they had so far done. I was helped by the fact that I knew some of their teachers personally. I also rallied their attention by teaching them a simple song. It was a song which all could

enjoy, simple but adult. A class in an English school might have enjoyed it, or a first year class in English in the schools they had come from. Some understood the song better than others, but all were able to take part in it; the class was rallied and bound together by the song; the first step had been taken in forging that haphazard collection of individual pupils into a community, a class.

At that time I had not thought out the implications of the urgency of my instinct to weld those boys into a class; in my memory were other dead and divided classes I had seen, the teacher moving his attention from one group to another with an uprooting wrench like a street photographer moving his camera and tripod and smile and patter from one group of friends or individual to another; I had felt the power and the enthusiasm of a united class responding and developing together. But I was not able to say much to that teacher, when I left him. A word of sympathy and encouragement for his difficult situation; a suggestion that he should keep away from the text-book for about two months, and try, in the time, to revise all they knew, or were supposed to have learnt up to that point, in grammatical exercises designed to promote fluency and correctness; a warning against his natural instinct to discourage the two boys whose English was really good. They could be extremely useful allies in his efforts to overcome the backwardness of the linguistically under-developed third of the class.

THE IMPORTANCE OF THE COMMUNITY–FORMING ASPECT OF LANGUAGE:

Since then, I have had that class a good deal in mind when thinking about the problems of the fourth and fifth years of language teaching, and in teaching the middle forms myself. I have now come to realize, as I only half realized then, and had never formulated in words the importance of the community-forming aspect of language, even a foreign language; how language cannot develop without community nor community without language; that the development of linguistic relationship does not depend on an equal degree of fluency or of profundity of thought, or scope of linguistic knowledge in all the members of the community, but on common experience and similar interests shared and enjoyed together through language. I did not then fully realize the enormous advantage that natural relevant speech had in its penetrating power into the mind, compared with discrete sentences not associated with the experience of the pupils; I had not fully realized the importance of community of sympathy and aim-what we usually call team-work nor the compulsive power of skill acquired in co-operation with others. I still thought of

language far too much as separate piles of material piled up by individuals in private store-houses ready to be brought out when needed, and striven for in jealous rivalry with others; I did not then see language as a skill which is as dependent on co-operation with and reaction to others as skill at foot-ball is: nor did I see that it is as dependent on the conditions that make it possible and necessary—that is, human society—as swimming is dependent on water.

Besides this aspect of community as the necesary element for language to swim in, there is the emotional driving power behind activity undertaken in common, and coupled with that kind of emotion released when a crowd of people cheers a football team or sings their national anthem together, there is the sort of exhilaration got from rowing or marching in exact time and rhythm. All these, are propulsive influences hard to label, but real enough. Besides all these, there is the kind of courage we develop when a better man marches ahead of us, and there is the kind of pride there is in being that better man, like the heroes that headed the columns of the Napoleonic armies. Children learn their own language more from hearing other children speak it and by imitation and emulation of those just ahead of themselves than they do from hearing their parents speak; and they learn it like-and also with-the rules and conventions of the games they play, as part of the accepted code of social conduct.

THE TEACHER TO PREPARE THIS WITHDRAWAL:

The small child begins with what seem like spontaneously uttered sounds, it goes on to the stage of response to the language and behaviour of adults—up to this point its play and its language is solitary, and vertical, to its parents-then it begins to take up its place in society and spread its contacts horizontally, to other children, through language and imitative action. The devolopment reached in a foreign language by the fourth form is usually this same stage of horizontal development, the development of a rudimentary society bounded by, and supported by the language that has been evolved up to this point. The teacher should have been preparing for this stage from the beginning, and building up, in the form of dialogues and dramatic episodes, rehearsed and practised conversations, the technical skill on which such a social expansion of language can be based, but the speech mastery and confidence have so far seldom been built up to a stage where unrehearsed social use can be made of language, except in very rudimentary forms. The teacher can guide this

development and help the formation of group relationships, but the power of growth will be spontaneously developed by the children themselves; he must have the tact and the insight to see how and when he should step aside and let it pass him by or how and when he should direct it into prepared channels. For this kind of adroitness there can be no blue-print; it must depend on spontaneity and alertness and a cleas idea of what—linguistically—has to be accomplished.

NEED FOR FOSTERING PUPIL'S INDEPENDENCE:

If the language teaching in the school is homogeneous and the fourth form has been together from the beginning, with the same teacher or, teachers who work in close harmony—and especially if independence and responsibility in the pupils has been fostered—there is only an expansion of group work, a change of emphasis and a gradual increase of independence and personal responsibility of the pupils. Pupils should be trained to work together from the beginning, but if this has not been done, or if the class is anything like the one just described, special steps must be taken to develop a spirit of co-operation and individual responsibility. Unfortunately far too much teaching results in the pupil being utterly dependent on a teacher, so that when he leaves school he is unable to develop any further. There is no space here to handle the whole subject of group and co-operative work, in language teaching, in detail; a good deal has been written on the subjecct in relation to work in the mother tongue and in social studies. Most of this experience can be applied to the work on a second language, particularly as language is the co-ordinating medium of all educational work. A second language is only less so than a first according to the degree to which it has been mastered.

CONCLUSION:

To sum up the conclusions so far reached; the difficulties and problems outlined here suggest a change of emphasis. There will be no change of method.

1. All new language material will still be presented through speech, but it will now be permissible to examine language, to compare and systematise it, and occasionally to look at it from the outside.

2. The community forming elements of language must be emphasized.

3. The teacher must prepare his withdrawal.

4. He must see that he places the responsibility for work done where it belongs, on the doer, the pupil.

If he is to carry a responsible attitude to work and a habit of study into later life, the pupil must learn to exercise responsibility at school.

Education Officer,
The British Council,
Madras.

F. L. BILLOWS

7—12—1956.

"I believe that the school is primarily a social institution. Education being a social process, the school is simply the form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his powers for social ends."

JOHN DEWEY.
'My Pedagogic Creed'
page 7.

COMPARATIVE EDUCATION

EDUCATION IN SWEDEN

The following is a summary of a lecture given in 1956 in Dr. Alagappa Chettiar Training College, Karaikudi. I submit this with some hesitation, as I am not an educationist by profession. Would the Reader kindly consider this article as a layman's attempt to share some of his impressions of education in Sweden. The object is to give some features of elementary, secondary and higher education in my native country. The important matter of adult education in Sweden does not fall within the scope of this article.

ORIGIN OF ORGANISED EDUCATION

Modern accounts of Swedish education would begin with the year 1842 A.D., when elementary education became compulsory all over the country. But it is not out of place to ask-what about the origin of organized education in Sweden ? The answer is that the country owes its foundation of organised education to Christian Church, who began regular activities there in the 9th centuary A. D. Several of the famous high schools were once upon a time built on original so-called cathedral schools, where boys and young men were trained for the religious ministry or for educational service. Similarly, the oldest University, situated at Uppsala, was founded in 1477 A.D. by the highest dignitary of the Church in Sweden, Archbishop Jacob Ulfsson.

Let us now plunge into the 20th Century and have a look at modern Swedish education. Kindly note that the author's personal remembrances date back to the twenties and thirties of this century, and that certain modern facts are taken from a book published in 1952. Therefore the latest phase of innovations especially in the middle and high school, has not been taken into account.

ELEMENTARY EDUCATION

As far as I remember, I have never met an illiterate Swedish man or woman except among demented persons. This high standard of literacy

1. B. Ostergren : 'Higher Education in Sweden'. The Swedish Institute, Stockholm: 1952

goes back on the law of 1842, when compulsory elementary education was introduced by an act of Parliament. The course lasts for 7 years, but in certain school districts, chiefly in the cities, has been extended to 8 years. In addition, there follows the continuation school for one more year. But that is conducted only for a part of the year and the main purpose is that of vocational training.

Swedish children normally are admitted in the first standard only during the calendar year, when they complete the age of 7. This is the reason for pupils going to the high school, passing their matriculation only at the age of 19 or 20.

SECONDARY EDUCATION

Although there are various types of secondary schools in the country the Government school predominates. Most of these schools, as well as the elementary ones, are nowadays co-educational. Since the present period is one of transition, with several parallel and alternative ways of passing through the middle school and high school, it is not possible to give details of those time schedules in this essay. In the beginning of this decade, more than 30% of Swedish children were transferred to the lower secondary school, and about 6% of the boys and 4% of the girls of one age group studied up to matriculation. The foreign languages taught in the lower secondary school are English and German, both of which are compulsory, and French, which must be studied in addition by such students as intend entering the "Arts" Section of the upper secondary school. The upper secondary school is divided into two main branches, the 'Arts' section, giving predominance to the humanities; and the 'Science' section.

The Matriculation examination is written as well as oral. Only the students, who successfully write their papers, are admitted to the 'viva voce' examination, which is supervised by touring, examining commissioners, appointed by the Government.

UNIVERSITY EDUCATION

More than half of the students who pass their matric go on to the Universities or to other higher educational institutions. The Universities and colleges in Sweden serve the dual purpose of research and instruction. Up to recent times the word "University" was reserved for institutions having all the four faculties, viz. Theology, Law, Philosophy, and Medicine. The faculty of philosophy includes one section for arts and another for

natural science. There are only two Universities in this strict sense of the word, Uppsala, founded in 1477, and Lund, dating back to 1658. But there are partial Universities in Stockholm, the capital, and Gothenburg. Stockholm teaches law, the arts, social science and natural science; and Gothenburg, the arts and several subjects of natural science. As Colleges are counted the Caroline Medical Institute of Stockholm and the College of Medicine of Gothenburg.

Complete freedom of science is assured. The Swedish Universities and almost all the Colleges are run entirely by the Government. Governmental influence has so far on the whole been used in such a way as to be considered as a guarantee of freedom and objectivity.

The "Riksdag" (Parliament) votes funds for education, and also decides on details, e. g. the establishment of new Professorships. The Ministry of Education of the Government appoints professors, issues general rules and arranges for examinations. In spite of this governmental control, Universities and colleges enjoy considerable self-government.

Only permanent professors attend the assemblies of self-government of the higher educational institutions. The teaching categories are professors (permanent), associate professors, assistant professors (normally appointed for a period of six years), and lecturers (for language subjects only).

How does a student gain admission into a University or college? Officially anyone with passing marks in the matriculation can be admitted. But due to competition higher marks will be required in certain subjects.

A typical feature of Swedish Universities and colleges is that a graduate can submit a thesis for the doctorate only after passing the "licentiate" examination, in one or two subjects. The doctoral thesis will normally be built on the paper submitted for the licentiate degree.

A great amount of personal freedom signifies the work of Universities and colleges in Sweden. This implies that individual professors have a wide margin of personal judgement in arranging their instruction and—in certain subjects—examinations. It also means that the students must learn to carry on their studies independently. A student must discipline himself and sit scrupulously over his books, either at home in his own room or in a public library. The major part of the prescribed syllabus is done

exclusively by individual study of the books concerned. This is not so much the case in e. g. the medical faculties, where fixed courses with a set time schedule prevail. But in the faculties of theology and law, as in the arts section of the faculty of philosophy, the ability of the student for independent work will decide the success of his academic career.

Of course, this does not prevent the average Swedish student from finding time for extra-curricular activities. Especially our ancient University cities of Uppsala and Lund are teaming with clubs and societies, devoted to religious, social, cultural, educational and other aims. But that is another matter.

Swedish Mission,
Karaikudi.

R. Aneer,
10—2—1957.

JL
T45,t,21196K,N57
N57.1.1

"It is to be stated, in the first place, that precepts and treatises on art are of no avail without the assistance of nature; and these instructions, therefore, are not written for him to whom talent is wanting, any more than treatises on agriculture for barren ground"—QUINTILIAN

98608

REFLECTIONS ON EDUCATION IN AMERICA

THE BASES OF THE EDUCATIONAL STRUCTURE

America has realised that the democracy she has evolved must be safe for the nation and also that the nation must be safe for the democracy. An illiterate or uneducated citizenry is the greatest danger to any democracy. The founders of this democracy have, naturally, emphasised the role of education in the protection of the democratic ideals. One hundred percent literacy being the goal of the nation's educational endeavour, I was not surprised (though I was struck) when I learnt at first hand of the hundreds of "school districts" and "school systems" within the States. One is reminded of the Domesday Survey of England when one reads the statements of the superintendents of education as to the numbers at school, numbers anticipated during the next ten or fifteen years, present facilities and facilities contemplated. What great prophets these superintendents! At Longview, Superintendent Milligan has, right in front of him, a chart showing the figures. At first these figures meant nothing to me. But, when Mr. Milligan explained them, I could appreciate the care, the study, and the understanding which have gone into the figures. Superintendent Milligan took me out to the sites of the new school buildings which will be necessary to cope with the increasing school population within the next three or four years. A study of the theory and practice of American Education will convince anyone how necessary it is for any nation pledged to democratic ideals to be foresighted, farsighted, and clearsighted in matters educational. Verily the American Educational system is running a race with population and the people of that country have understood clearly that in educational development the progression has to be geometrical rather than arithmetical.

Naturally education becomes the focal point of all activity. The nation is looked at through the educational telescope. Education being the "mill" through which the potential citizen has to pass, it has to be aware of the needs of the community and nation. The flexibility I could see in the curricula of studies, in the arrangement for a transfer from one course to another, is very necessary, if education is to answer the needs of the community and the nation. These needs are never the same. Education has to be on the alert always to catch up with changes and make the necessary adjustments to save itself from being outmoded.

One very great idea I saw in operation is the idea of equality of opportunity in education. Equality of opportunity is apt to be confused with identity of opportunity as it is in some countries. But in the United States, the idea has been so well worked out that the following outcomes have become possible.

1. All the children up to the age of 18 are educated.

2. Up to the secondary school stage, the "general" education is practically the same but after "schooling" is over for boys and girls, there is not one road open to them but many roads. Those academically inclined have the facilities to join colleges or universities. Those with "mechanical" bent of mind have a large number of technical institutions waiting for them with open arms. Those that would prepare for a living have opportunities to go to vocational institutions.

3. In order to see that "equality" is not mistaken for identity, the educational system has requisitioned the services of psychological and vocational experts who give the guidance to the students in the choice of the courses of study and the vocations as well.

4. If the principle of equality is misunderstood as identity, the most dangerous result would be large scale unemployment of people of certain categories of capability. Education in America has therefore the responsibility to prevent undue overcrowding in any occupation or profession, and at the same time satisfy the requirements of the new social developments. I have learnt from the discussions I have had with eminent professors of economics that in spite of the calculations and precautions, there is still the phenomenon of unemployment and that the present efforts of both economists and educational planners are directed towards a proper channeling of the human resources with a view to avoiding any undue rush in a particular sphere. Economy and education have been cooperating to an amazing degree in this country.

5. The institutions for the physically handicapped, the mentally handicapped, and the training institutions for the "delinquents," are yet another evidence of the value set on the human resources in this democracy.

6. The increasing emphasis on international understanding as an aim of education is evidenced by the new departments opened in schools, colleges and universities, by the student exchange programmes sponsored both at governmental and private levels, and by the utilisation of the services

ces of foreign teachers for specific periods. I have learnt that in many of the universities there are teachers from India teaching in the different faculties. I have also learnt of the good work done in the Department of Far Eastern Studies at the University of Washington State, California, and Harvard. I was very happy to learn that even in some school systems an effort is made to provide an understanding of international problems to children, and at least in one school that I know of, an Indian lady is teaching Indian History and Culture to high school students. I have had the pleasure of speaking before high school pupils in the Longview school system on India and I must record with appreciation the splendid response I have had from my young listeners. Internationalism as an objective of education is perhaps new; but that America has realised that it is not being implemented too soon, is once again an evidence of the eternal vigilance, which she keeps, so that education becomes a true reflection of the time-spirit.

SECONDARY AND ELEMENTARY EDUCATION

Secondary Education is free in the United States. From what I have observed, this includes, in many areas, free books and other educational equipment. It is just as it should be. As for India, the ultimate aim is to make secondary education free; but a beginning will be made with free and compulsory elementary education. The diffculties in the way of secondary education are many and I would rather not dwell on them for reasons of relevance to the point raised in this paragraph.

The educable age of the boy or girl in most of the States I visited was 18. In those States, the criterion of freedom to withdraw from school is the completion of the High school course except in the State of Washington where the age criterion is in operation, provided the withdrawing student has completed his eighth grade. I have made enquiries of superintendents and principals about pupil and parent reaction to this, and am told that there are very few cases of withdrawl; even if a student desires to take up a job, he or she must complete the age of 18, which makes it necessary for even "the unstatisfied" pupil to stay on, if at least, to attain the age of vocational acceptance.

Most of the schools I visited were co-educational. I valued this particular experience for the reason that in India there is a section (which is quite powerful and articulate) which is very touchy about co-educational schooling. It is true that the Indian traditions and way of life are not in favour of mixing adolescent boys and girls but the emotional and discipli-

nary problems, popularly associated with co-education were in my opinion, conspicuous by their absence in the schools I have visited. Of course, co-education is not the mere bringing together of boys and girls but the means of providing healthy activites, promoting of healthy relationship among children of both sexes and weaning from them any notion of novelty, or excitement, resulting from too much inhibition. Of course a development of this sort will necessarily have to be gradual—perhaps very slow—but I have no reason to doubt the rationale or the efficacy of the scheme. Incidentally, it would obviate the uneconomic running of small girls' schools.

The flexibility of the curricula of schools was another feature that struck me. The principle of flexibility in curriculum-making is of special significance in the provision of schools based on pupil interest and community needs. I happened to participate in the proceedings of the Curriculum Committee of Longview through the courtesy of Mr. Earl J. Read, the Convener, and had an opportunity to learn the procedure adopted in school systems both in the revision of an existing curriculum and in the introduction of a new curriculum. The Curriculum Commitee of Longview consists of the members of the school faculty and the supervisory staff, and holds periodical sittings. If I am not wrong, scope is also provided for pupil reaction and representation in curricular matters. This is quite intersting. I hope in the fulness of time the principles of local freedom and flexibility will come to be recognised in India. The Secondary Education Commission provides for many electives and to some extent has made room for local option. Rigidity has certainly begun to disappear.

Perhaps what stuck me as the most significant feature in school education is the provision made for guidance. This is certainly a new vista for Indian educators and a fertile field for work. I have not come across the ideal type of home-room in my visits but I have been very much impressed with the results communicated to me by the home-room teachers. The home-room is a new idea in India, though I would say guidance of some sort is given even at the present moment. The Citizenship activity, the Boy Scout and Girl Guide organisations, and similar activites provide the means of inculcating values of leadership and discipline, but a systematic and scientific scheme of guidance is a development awaited.

DEMOCRATISING EDUCATION IN THE U. S.

One aspect of democratising education is that which relates to the abolition of all "separatism" in schooling. I arrived in the United States at a very interesting period. The Supreme Court had, a few months

before that, adjudged that "segregation" in schools was unconstitutional; and the implied recommendation was that schools world integrate. Within a few days of my arrival in the United States, schools reopened. But in the months which preceded the fall of 1954 public-spirited newspapers and journals were discussing the pros and cons of "desegregation". And from what I know from some of these sources, people were generally in favour of implementing the Supreme Court judgement though some would advocate a "hasten slowly" policy in its implementation.

I have no doubt that this issue would receive a complete solution before very long. The ground has already been prepared for it; and actually in a large number ef schools integration had been effected even long before the Supreme Court judgement. The universities and colleges, too, have played their own parts in the abolition of segregation. The schools and colleges I had the opportunity to visit in Wisconsin, Illinois, and the State of Washington, contain a good percentage of coloured students; and from the enquiries I have made, and the discussions I have had, I am convinced that the students think no more of segregation and are most willing to study together. I saw a happy sprinkling of coloured boys in all the activities of the schools and colleges. The football games I have witnessed were an evidence of the excellent understanding and co-operation between the white students and the coloured students. Many positions of leadership are held by coloured students. I am convinced that the nation is very near the long anticipated consummation of non-segregation. It will be in consonance with the democratic ideal to which the nation is pledged and the democratic way of life for which students are prepared in the educational institutions.

Another indication of the democratic spirit ruling the organisation of schools is the encouragement given to Indian students. At Winneconie, I saw a large number of American Indian children studying with white children. In Longview, Kelso, and Vancouver also I could spot some Indian pupils in each classroom. From the talks given on "Indians" at the International House in Washington. D. C. which I had the privilege to attend, I could get a good impression of the measures taken by the U. S. government in the promotion of education and a good standard of living among the Indians. The Special Officer in charge of the "Indians Reservations" in Wisconsin was kind enough not only to explain the programme of his Department, but to arrange a tour of the Menomenie Indian Reservation.

I will refer to one other aspect before concluding this section. The existence of "private" school systems (including the denominational)

raises the question whether these private schools do not take away from the democratic spirit behind the educational structure. I have not had a chance to visit many private schools, but what I have seen of this type of school system has provided me a glimpse into the programme of the private schools. I would consider their existence as an indication of the freedom in teaching, which is so essential in a democracy. I am glad that democracy has not meant (a) a meaningless rigidity; (b) a dull uniformity; and (c) indoctrination of a set of ideas in the name of citizenship. It does not require any deep study to understand that whatever the type of school—public or private—the fundamental objectives do not differ, but in the organisation and methods of instruction, there are differences.

Dr. A. C. Training College,
Karaikudi.

S. Thiruvenkatachari
Professor of Social Studies,
14—3—1957.

"Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments by narrow domestic walls;

Where words come out from the depth of truth;

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;

Where the mind is led forward by Thee into ever-widening thought and action

Into that Heaven of Freedom, Father, let my country awake."

(*Rabindranath Tagore.*)

THE FUTURE OF EDUCATION

What shall be the future of Education? In this age of specialised applications of science and technology, is man to become a thinking automaton?

Shall he be simply dexterous in the fashioning of every new gadget catering to his creature comforts and in the devising of newer and newer apparatus and machines with infinite powers of wholesale destruction almost changing the face of Nature? Or, in the alternative, will mankind subordinate every consideration to the creation of an environment of physical and economic well being, of mental alertness and of spiritual poise? And will he, by this emphasis, produce a self-reliant and self-expressive personality full of tolerance, but determined to resist regimentation, aggression and all the denials of legitimate freedom? Surely, the answer can only be in favour of the latter alternative.

Right Type:—The emergence of such an alternative depends in the main, on the right type of education. The child will begin to learn through play and through a life lived in intimate contact with his fellow-beings and nature. Such a child will be taught to observe and to cherish plant, bird and animal without wishing to seize or to destroy. Discipline will be directive but imperceptible, and the questioning spirit of the child will be responded to and not rebuked or evaded. The cultivation of an appreciation of the beautiful and appropriate in Nature, Art, and Story, will be the task of the unobstrusive teacher, who, from the beginning, will instil ideas of neighbourliness and helpfulness.

The next period of adolescence will enable the growing boy and girl to learn the habits of accurate and logical thinking. He will acquire some skill or craft or art involving the harmonious co-operation of the hand, the eye, the ear and the brain. The adolescent will obtain a grounding in the basic knowledge relating to the organic and inorganic world, and will train his emotional reactions to respond to the calls of beauty, truth, and justice. All prejudice-racial, communal or social-should be eradicated.

SECONDARY STAGE:

And at the end of the secondary stage in education the young boy or girl should be able to turn his or her hand to some art, craft technique or skill so as to be fitted for his or her life work. He may then either turn to a professional, technical or other vocation or proceed to a University or other centre of higher learning. But in either case he would have learnt by this time to distinguish the specious argument from the true, to differentiate between the beautiful and the merely meretricious or pretentious, and to be capable of appreciating and being moved by the right type of literature, music and the arts. His memory should not be burdened with isolated bits of unconnected facts but his training should enable him to know where to look for and how to utilise knowledge and wisdom.

AT UNIVERSITY:

To those who are drawn towards higher learning or research, the universities and research institutions will impart in just proportion the disciplines of the humanities and the sciences. The students will not be the reluctant listeners of set lectures and witnesses of formalised experiments. Rather, they will be self-reliant disciples of wise instructors and co-participants with them in the exploration of the frontiers of the science. From first to last the emphasis of education should be on the unhesitating pursuit of truth and the eschewal of all that is petty, illogical, false or fallacious. Science, in its multiform shapes, is bound increasingly to engage the attention of the student of the future; but true education will teach him the limitations and the temptation and perils of science. Ultimately, the man and the woman of the future have to be educated to realise that, what counts in the long run, is the preservation and the unfoldment of human personality. Our obligation is to harmonise the fullest self-expression with a tolerance which knows and will recognize no barriers amongst creeds and races and nations. It is to develop a sense of justice which will neutralise cruelty and aggressiveness and will work for reconciliation, for the "Samavaya" of Asoka—namely, the spirit of 'live and let live' for which all the sages of our race have pleaded.

VEDIC PRECEPT:

Such results are not possible of achievement unless our religions, divorced from dogma or narrowing creeds and separatisms, become dynamically regulating factors working for peace and concord. Nor are they

possible unless science, along with its stimulation of the critical and enquiring faculties, also recognises its inevitable limitations and boundaries, and thus becomes the ally of that religious spirit which is founded on humility, wonder, and reverence.

Thus shall we implement the Vedic precept: "Let us come together, let us discuss in harmony and let us be reconciled in spirit"—and thus will come about the efflorescence of human personality which is the problem and the aim of all education.

"The Mail" Madras.
21—9—1956.

Dr. C.P. Ramaswami Ayyar.

INDIAN PHILOSOPHY OF EDUCATION

The task before the educational philosophers therefore is to so conceive education that it embraces the whole growth of life and becomes the basis of all branches of learning. This it can do only when it comes to have an energy, a force, and a strength of its own. It is not intended here that education has to become an ommipotent force as much as politics has so long been, nor is it intended that education has to enter into a partnership with politics or economics, but that a new basis has to be found wherein education becomes the fertile ground on which may flourish other branches of learning.

A clue to such a new approach wherein education assumes a new state, a new strength, and a new energy of its own, lies in the concept of what in India is called Dharma. Dharma is not an exclusively educational concept, nor is it a religious term in the sense in which we understand it to day. It is a concept which inspired, sustained and gave meaning to the whole process of life in India. And what is more important, a force which, so long as it worked, pervaded any and all aspects of life, state and society religion and science, education and politics. It was a process which did not allow one aspect of life to dominate another. Politics in India could not dominate education, nor could economics pollute politics. Dharma was the force that brought poise and balance and the chain that connected the variegated forces of human life.

It may be asked if there can be the revival of such a concept in our own days when the conditions of life are so different, when industry, agriculture, science, religion, and politics, are so changed in meaning and significance. The forces that determined the growth of a concept in an age gone by may not be repeated now. And when we plan for a new world, we cannot ignore those forces which are already present, and more so those which actually govern our life. In fact, these forces have a special meaning for India, for all of them are passing through a period of transition and are assuming new shapes and forms—a fact which is both a chance and a danger. What is important is not the revival of a bygone age, but the cultivation of a new attitude which will create a new pattern of thought. Whatever may have been the exact character of the Indian Dharma, for us it is only an indication of a new approach, a new way to explore. Again it is important for us in so far as it assured an independent status to education as to any other branch of learning and above all lent its spirit to all. It was a force extraneous to education, but a force which pervaded it. What exactly may be the character of the energy that education should develop, cannot be predetermined. That indeed should form the task of Indian educators. It is they who can discuss and decide the character and scope of this energy with reference to Indian conditions, past and present, Indian culture and traditions, and above all Indian and world needs. India has always claimed to have put forth a pattern of philosophy which has never been a mere mental exercise, it has claimed to balance spiritual and material forces. In fact, it has claimed to reach the spiritual through the material. If all these claims are true the philosophers of education in India have a clear, dignified and important task before them. It should therefore not be difficult for them to propound a new philosophy and devise precise means to realise it in actual practice.

'Journal of Education and Psychology',
Baroda: April, 1952.

G. N. KAUL.

PSYCHOLOGICAL VITAMINS IN THE CLASSROOM

IDENTIFYING CHILDREN'S UNMET NEEDS

What method shall be used to discover children whose psychological needs have been inadequately met? What procedure can be applied to supply the missing ingredients? In the course of the day's teaching, it is not difficult to select the slow learners, antagonistic children, daydreamers, lonely children, and others who appear to have difficulty in adjusting. One of the best methods is to sit down with the child and talk about his interests and family life. The cause of his difficulty soon manifests itself. Important also is the scientific and professional attitude gained from knowing that there is a reason for the child's behaviour. Such an approach tends to reduce nervous tension in the teacher in that the child's behaviour becomes a problem to be solved rather than a challenge to the educator's authority. Meeting the child's needs, once the problem is clear, becomes a matter of watching for opportunities during the class period to give praise, for instance, where merited. If a child is interested in drawing but not history, he could be given an assignment in drawing, a leading character of the times or, for example, the architecture of the period. This activity can be the gateway to arousing interest in the subject itself.

Is the regular classroom teacher qualified to do this work or should a specialist be available? The presence of a specialist to assist is often an excellent feature of such a programme. However, most cases will not require such a specialized help. Perhaps the best assistance that could be tendered in the usual case is for the specialist to indicate to the teacher symptoms of maladjustment and procedures for correction. The classroom teacher is in the best position to do corrective work with the child. Since most cases have a history of longtime standing, considerable time will elapse before correction in behaviour can be expected. Since the educator is with the child approximately six hours a day, the opportunities for improving the child's behaviour would be many.

THE CASE OF ROBERT:

The case of Robert X may be given to illustrate the teacher's role in supplying psychological needs of a child. Robert was twelve years old and rather small for a sixth grader. His size did not hamper an obvious

antagonism toward the teachers in general as well as a few particular children. Although it was determined by psychological testing that Robert had average intelligence, his class work was poor. He seemed not to care although occasionally he appeared to be trying. The case came to the attention of the school authorities when Robert was involved in stealing money which had been collected to further a school project.

Miss A, the teacher in whose class Robert was enrolled, found a number of opportunities, while the other children were busy to talk with Robert. This attention from an adult rather surprised the child. The conference centered around the boy's interests which appeared to be drawing and collecting rocks of various kinds. From the child, the teacher also learned that the father was a cripple who rarely left his wheelchair. Physical punishment of the boy for minor offences was the usual thing. The child felt abused and insecure. He carried his resentment to school, and vented it upon authority and pupils alike. It interfered with his concentration and made him irritable.

Miss A arranged for Robert to be seated next to a boy who was friendly toward all of the children in the class. This companionship gradually helped to give Robert some of the security he desired. Socially he was accepted by his classmate. This was a beginning to which other children were added as time passed. The child was praised for effort toward achieving.

A standardized reading test indicated that Robert could read well at the fourth grade level. A basic reader different from that used previously when he was in the fourth grade was obtained for the boy. He could now read without the embarrassment of frequent stops and mispronouncing of words. The material was more meaningful since he could read all of the words. A drawing that Robert made was good enough to be placed on the blackboard. Here was attention derived in a socially acceptable way. At the request of the teacher, Robert brought his rock collection to school. It contained a wide variety of stones found in the area plus a few given to him by interested neighbours. The collection merited display in front of his classroom. Robert's conduct began to reflect this interest in his hobby. He felt that he belonged to the school. The teacher's continued interest and sympathetic understanding began to bear fruit in improved working relations with Robert.

Miss A arranged to visit the boy's home where she encountered the mother who was a hard–working person trying to support the family. The father sat in his wheelchair as he nodded to the teacher. Miss A explained Robert's need for praise, affection and security. The stealing episode had frightened the parents. They were eager to co-operate. Over a period of a year a decided improvement has been observed in Robert's conduct.

The psychological needs of the growing child are vital to his personality development. Psychological Vitamins, security, praise, attention, love, success achievement, make their presence felt in a better functioning and more stable individual. The amount of each ingredient required will vary with the child but all children need sufficient quantities for reassurance and confidence.

'*Education*', *March* 1955. *Joseph Resnick.*
The Palmer Company, Publishers,
Hingham: *Massachusetts.*

———

" The teacher's part in the process of instuction is that of guide, director, of superintendent of the operations by which the pupil teaches himself" –JOSEPH PAYNE

கல்வியை வளர்ப்போம்

நம் தேசத்தில் உள்ள கல்வி முறையை மாற்றி அமைக்க வேண்டும் என்பதை எல்லாரும் ஒப்புக் கொள்கிறார்கள். அதை மாற்றி அமைப்பதற்கான பல யோசனைகளையும் கூறி வருகிறார்கள். இந்த யோசனை சுவாமி விவேகானந்தர் காலத்திலிருந்து கூறப்பட்டு வருகிறது. ஆனால் யாரும் துணிந்து காரியத்தில் செய்ய முன் வரவில்லை. கல்வி முறைக்கு நல்ல மாற்றுத் திட்டத்தை வரையறுத்துக் கொடுக்க வில்லை. இவை எல்லாவற்றையும் நன்கு ஆராய்ந்து தம்முடைய அனுபவத்தையெல்லாம் பயன்படுத்தி அருமையான கல்வித் திட்டதைக் கொண்டு வந்தார் ராஜாஜி. தேசத்தின் நலனே தம்முடைய நலனாக, தேச மக்களின் வாழ்வே தம்முடைய வாழ்வாகக் கருதி வாழும் உத்தமர் கொண்டு வந்த கல்வி முறையை ஏற்றுக் கொள்ளும் அளவுக்கு நாடு உயர வில்லை. எனவே, அவர் கொண்டு வந்த அருமையான கல்வித் திட்டம் நம்முடைய காலத்துக் குழந்தைகளுக்குப் பயன் அளிக்காமல் போய் விட்டது. கல்வி திட்டம் இப்பொழுது ஏற்கப்படா விட்டாலும் பின்னால் ஏற்றுக் கொள்ளத்தான் போகிறார்கள். எதிர்காலத்துக் குழந்தைகள் கட்டாயம் ராஜாஜியின் இந்தக் கல்வி முறை மூலமாகப் பயன் பெறத்தான் போகிறார்கள்.

சென்னை ராஜ்யத்தில் பல லட்சம் குழந்தைகள் படிக்க வசதியின்றிப் பள்ளிக் கூடம் போகாமல் இருக்கிறார்கள். அவர்களை எல்லாம் உடனே கல்வி அறிவு பெற்றவர்களாக்கும் யோசனையை ஏற்றுக் கொள்ளச் சர்க்கார் முன்வர வில்லை. எந்தக் கல்வித் திட்டம் நாட்டில் நடந்தாலும் அதன் மூலம் சிறுகச் சிறுகவாவது இந்த நாட்டில் உள்ள எல்லாக் குழந்தைகளும் கல்வி அறிவு பெறுவதற்கு வழி செய்யவேண்டியது அவசியம்

காலத்தின் நிலைமையும் இந்த நாட்டில் உள்ள மக்களின் சூழ்நிலையும் அறிவுத் தரத்தையும் நன்கு உணர்ந்த **டாக்டர் அழகப்பா** ஒரு நல்ல காரியம் செய்திருக்கிறார். கல்வித்திட்டத்தில் என்ன மாறுதல் வந்தாலும் வராவிட்டாலும் இந்த நாட்டில் இப்போதுள்ள உபாத்தியாயர்கள் எண்ணிக்கை போதாது, ஆகையால் உபாத்தியாயர்களைத் தயாரிக்கவேண்டும் என்பதை நன்கு உணர்ந்திருக்கிறார். அதற்கான கல்லூரியை ஆரம்பிக்கவேண்டும் என்று தீர்மானித்து 1950-ம் ஆண்டு காரைக்குடியில் அழகப்பா ஆசிரியர் பயிற்சிக் கல்லூரி ஒன்றை ஆரம்பித்து நல்ல முறையில் நடத்தி வருகிறார். அதன் மூலம் இந்த நாட்டில் கல்வியை வளப்பதற்குப் பாடுபட்டு வருகிறார்.

ஆசிரியர் பயிற்சி கல்லூரி

அழகப்பா ஆசிரியர் பயிற்சிக் கல்லூரி இந்த மாகாணத்தில் உள்ள இதர உபாத்தியாயர் பயிற்சிக் கல்லூரிகளைவிடப் பல வழிகளில் உயர்ந்ததாக விளங்கி வருகிறது. இந்தக்கல்லூரியில் வெறும் ஏட்டுப் படிப்பு மட்டும் போதிக்கப்படவில்லை.

உபாத்தியாயருக்கான பயிற்சியையும் நேர்முகமாகவே அவர்களுக்குக் கற்றுக் கொடுக்கப் படுகிறது. இதற்காக ஆசிரியர் பயிற்சிக் கல்லூரியின் தொடர்புடைய ஸ்தாபனமாக நான்கு பள்ளிக்கூடங்கள் இருக்கின்றன.

மாதிரிப் பள்ளி, ஆதாரப்பள்ளி, மாண்டிசோரிப் பள்ளி, பிரிபரேட்டரிப் பள்ளி என்று நான்கு கல்வி ஸ்தாபனங்களை அமைத்திருக்கிறார்கள். இந்தப் பள்ளிக்கூடங் களில் அழகப்பா ஆசிரியர் பயிற்சிக் கல்லூரி மாணவர்கள் தாங்கள் கற்ற பாடங்களை உயர்தரப்பள்ளி, ஆரம்பப்பள்ளி மாணவர்களுக்கு அவ்வப்போது சொல்லிக் கொடுத்துப் பழகும் அருமையான வாய்ப்பு இருக்கிறது.

இதனால் அழகப்பா ஆசிரியர் பயிற்சிக் கல்லூரியில் இருந்து வெளியேறிய மாணவர்கள் பண்பட்ட உபாத்தியாயர்களாக பல ஆண்டுகள் படிப்புச் சொல்லிக் கொடுத்து அனுபவம் பெற்ற ஆசிரியர்களாக வெளியேறுகிறார்கள். அவர்களுடைய படிப்பு முடிந்தவுடன் ஆசிரியர் தொழிலுக்குப் போவதில் மிகுந்த நம்பிக்கையும் தைரியமும் அவர்களுக்கு இயற்கையாகவே ஏற்பட்டு விடுகிறது.

எந்த விஷயத்தையும் ஏட்டில் படிப்பதோடு நின்று விடாமல் அதைக் காரியத்தில் பயிற்சிசெய்து பார்க்க கூடிய உயர்ந்த படிப்பு முறை இந்தக் கல்லூரியில் கட்டாயப் படுத்தப்பட்டிருக்கிறது.

மைசூர் சர்வகலாசாலை வைஸ் சான்ஸலர் திரு. சி. ஆர். ரெட்டி அவர்களால் ஆரம்பித்து வைக்கப்பட்ட இந்தக் கல்லூரியிலிருந்து சென்ற ஆறு ஆண்டுகளுக்குள் எத்தனையோ மாணவ ஆசிரியர்கள் வெளியேறி இருக்கிறார்கள். அவர்கள் எல்லாருமே திறமைமிக்க ஆசிரியர்களாகத் திகழ்ந்து வருகிறார்கள்.

இந்த நாட்டின் எதிர்காலச் செல்வங்களான இளைஞர்களை உருவாக்கும் பொறுப்பு வாய்ந்த தொழிலில் ஈடுபட்டு உழைப்பவர்கள் அல்லவா உபாத்தியாயர்கள். அவர்கள் சாதாரண மாணவர்களாக இருக்கலாமா? அவர்களுக்கு நாட்டுப்பற்றும், ஒவ்வொரு பிரஜைக்கும் உரிய கடமை உணர்ச்சியை உணர்த்த விசேஷ வகுப்புக்களும் இங்கே நடந்தப்படுகின்றன. அதற்கு இந்த நாட்டில் உள்ள மிகச்சிறந்த அறிஞர்கள் பலரை வரவழைத்து அவர்கள் மூலம் ஆசிரியப் பயிற்சி மாணவர்களுக்குப் பல அரிய சொற்பொழிவுகள் நடத்துகிறார்கள்.

ஆங்கிலம், விஞ்ஞானம், தமிழ் மூன்று பகுதிகளுக்கும் வேண்டிய ஆசிரியர்களைப் பயிற்றுவிக்கிறார்கள். அத்துடன் அவர்களுடைய பொது அறிவு வளர்வதற்காக மிகச் சிறந்த நூல் நிலையம் ஒன்றும் வைத்திருக்கிறார்கள். இந்த நிலையத்தில் உலக அறிவை வளர்க்கும் உயரிய கருத்துடைய பல பத்திரிகைகளும் வருகிறார்கள்.

மனோதத்துவ ஆராய்ச்சிக் கூடத்திலும், சித்திரவேலை வித்தியாசாலைப் பணியிலும் உடற் பயிற்சிச் சாலையிலும் அவர்களுக்குப் பயிற்சி கொடுக்கபடுகின்றன.

இவ்வளவு தூரம் மாணவர்களுக்குப் பயிற்சி கொடுத்த பிறகும் திருப்தியடையாமல் மாணவர்களை நாட்டின் பல பகுதிகளில் உள்ள பாடசாலைகளுக்கும் அனுப்பி வைக்கிறார்கள். அங்கு நீண்டகாலம் பிள்ளைகளுடன் பழகிப் பழகி அவர்களுக்குப் பாடம் சொல்லிக் கொடுத்து வரும் அனுபவம் நிறைந்த ஆசிரியர்களிடமிருந்து அவர்கள் அனுபவங்களை எல்லாம் பெறுவதற்கு வேண்டிய வசதிகளையும் செய்து கொடுத்து வருகிறார்கள்.

சென்ற ஆண்டு அழகப்பா ஆசிரியர் பயிற்சிக் கல்லூரியிலிருந்து பதினெட்டு உயர் நிலைப்பள்ளிகளுக்கு மாணவர்கள் அனுப்பிவைக்கப்பட்டார்கள். காரைக்குடி, ராமநாதபுரம், திருமங்கலம், தஞ்சாவூர், ஆகிய பல ஊர்களில் உள்ள மிகச் சிறந்த உயர்தரப் பாடசாலைகளுக்குச் சென்று அந்த மாணவர்கள் பயன் அடைந்து வந்தார்கள் இவ்வாறு ஆசிரியர் பயிற்சிக் கல்லூரி மாணவர்களைத் தயாரித்து வருபவர் பிரின்ஸிபல் திரு. **ப. துரைக்கண்ணு முதலியார்** அவர்கள்.

திரு. ப. துரைக்கண்ணு முதலியார் அவர்களைத் தமிழ் நாட்டு ஆசிரியர் உலகம் நன்கு அறியும். அவர் ஆசிரியராகவும், தலைமை ஆசிரியராகவும் சென்னை சிந்தாதிரிப்பேட்டை உயர்நிலைப் பள்ளியில் திறமையோடு பணியாற்றியவர். சென்னை அரசாங்கக் கல்வி இலாகா நியமித்த பல விசேஷ குழுக்களில் அங்கம் வகித்து அரிய முறையில் சேவை செய்தவர். சென்னை ஆசிரியர் சங்கத்தின் தலைவராகவும், தலைமை ஆசிரியர் சங்கத்தின் துணைத் தலைவராகவும் பல ஆண்டுகள் தொடர்ந்து பணியாற்றியவர்.

இன்றையதினம் டாக்டர் அழகப்பா ஆசிரியப் பயிற்சிக் கல்லூரியின் பிரின்ஸிபலாக இருப்பதுடன், அந்தக் கல்லூரியைச் சேர்ந்த மாதிரி உயர்நிலைப்பள்ளி, ஆதாரப்பள்ளி, மாண்டிசோரிப் பள்ளி, பிரிபரேட்டரி பள்ளி முதலியவைகளின் கண்காணிப்பாளராகவும் இருந்து இணையற்ற முறையில் சேவை செய்து வருகிறார். இராமநாதபுரம் மாவட்ட ஆசிரியர் சங்கத் தலைவராகவும் இருந்து அவர்கள் நிலையை உயர்த்தப் பாடுபட்டு வருகிறார்.

இந்த ஆசிரியர் பயிற்சிக் கல்லூரியைப் பார்த்த போது எனக்குப் பழைய வாக்கு ஒன்று நினைவுக்கு வந்தது. 'எழுத்தறிவித்தவன் இறைவன் ஆகும்' என்றல்லவா நமது முன்னோர்கள் சொல்லியிருக்கிறார்கள். ஆசிரியர்களைக் கடவுளுக்கு அடுத்தபடியாக அல்லவா வைத்துப் போற்றியிருக்கிறார்கள். ஆகவே, அப்பேர்ப்பட்ட கடவுளர்களைத் தயாரிக்கும் கல்வி நிலையமல்லாவா இது ? சரி ; கடவுளர்களுக்கும், அவர்கள் வாழும் கல்வித்தலத்துக்கும் கும்பிட்டுவிட்டு வேறு இடத்திற்குச் செல்வோம்.

'Kalki'
December 30, 1956,
Madras.

EDUCATIONAL BOOK-SHELF*

ENGLISH

'Deepak Supplementary Readers' : Oxford University Press, Madras.

1. 'Joseph, the Dreamer' : Series II B : J. F. Forrester: 8 as: pp. 36: 1956.
2. 'The Heroes' : Series IV—A : J. F. Forrester Re. 1/-: pp. 94: 1956.
3. 'Cranford' : Elizabeth Gaskell : (Abridged and simplified by B. M. Chester) : Re. 1—2—0 : pp. 84 : 1956.

All the above books are published by the Oxford University Press to accompany the well-known series of 'Deepak Readers' which follow the latest syllabus of the Madras Government in which the various structures in English are introduced in a progressive order. Though it is definitely laid down that only readers which have a sufficient number of supplementary books based on the words and structures used in the corresponding readers should be prescribed, one often comes across instances where schools prescribe readers belonging to a series, and supplementary books belonging to another series. This is a very undesirable practice because the supplementary readers in such cases are bound to have too many words unfamiliar to the pupil who have followed a different reader, because authors have a certain degree of freedom in the matter of structures. Hence the supplementary reader is unlikely to fulfil the purpose for which it is designed, mainly to improve comprehension and speed of recording. Nor is the story likely to be enjoyed when a pupil comes across a new word in every alternate sentences. Under such circumstances the student cannot be expected to read the supplementary reader unaided. No wonder that the supplementary reader becomes another text-book in most schools. No wonder either that it fails to develop in the pupil a taste for reading or love of literature. This defect is probably attributable to the fact (is it a fact?) that most authors of readers do not also prepare supplmentary books.

The Deepak readers however are free from this defect and schools using these readers and their supplementary books can succeed in making reading a pleasurable and enjoyable experience to the pupils. The first of these three stories is the well-known Biblical story and is quite suited to children of the III Form for whom it is intended. Dreams and interpretation of dreams are always a fascinating study even to the old, and children will certainly enjoy the story. The other two books are meant for the V Form. 'Cranford' is to be taken in the second half of the year while the 'Heroes' is to be taken in the first half of the year. One doubts whether the subject-matter of 'The Heroes' is suitable for the children of V Form, most of whom by this time are interested in

* Books are reviewed by members of staff of Dr. Alagappa Training College, Karaikudi

real heroes rather than mythological heroes. From this point of view it will probably suit children of a lower age. But in so far as it is necessary to have a familiarity with Greak Mythology if one wishes to continue one's studies in English to a later stage, this is a welcome choice. 'Cranford' will surely interest the adolescent boys and girls who are already sufficiently interested in society, social organisation and sex.

The books are therefore a welcome addition to the Deepak Supplementary Readers. The printing and get-up are good.

V. N. Subramaniam.

'The Story of Sir Ronald Ross and His Fight against Malaria': E. F. Dodd: Macmillan & Co. Ltd., Madras: 1956. pp. 81: Price as 14.

This book, which has been added to the Macmillan's series 'Lives to Remember' is written within prescribed vocabulary as far as possible. Where scientific terms outside this vocabulary have been introduced, they are adequately explained in a glossary appended to the book. To facilitate testing children's comprehension, questions on each chapter are given at the end of the book.

The book is a Biography of a man who is well-known in the history of medicine as the solver of the mystery of malaria, and as such it is bound to inspire young minds. Further, as Sir Ronald Ross was born in India and had spent many years in our country rendering selfless service to the suffering poor, the story of his life will be of real interest to our children.

The book is suitable for non-detailed study in the upper forms of High schools.

F. Meiyappa

'The Life They Chose': by E. F. Dodd: Macmillan and Co., Madras: 1956: pp. 90: as 15.

One outstanding feature of this book is that it has for its theme the lives of simple commonfolk such as the bus-conductor and fisherman. Though the characters in the stories are only imaginary, they will serve to create in the young readers keen interest in, and sympathy and love for, the common folk, besides instilling in them a sense of the dignity of labour.

Further as these stories afford an excellent motivation to the children to know more about some vocations, the book meets a long felt need in our schools. High School stage is the period in which childrens' interests and special abilities begin to get stabilized, and hence it is certain that a book of this kind will prove interesting reading to children between 14+ and 17+.

The pictures in the book lend a charm to the book. The print and make-up are also good. The questions at the end of the book will prove valuable to test comprehension.

The book is suitable for Form V or VI for the purpose of Extensive reading.

F. Meiyappa.

'Verses and Songs'—Parts I, II, & III Selected by Mr. F. L. Billows: Messrs. Macmillan & Co. Ltd., Madras : Price as 8, as. 9, and as 10, respectively.

With his experience in the teaching of English as a foreign language. Mr. F. L. Billows of the British Council has selected for the series verses and songs with 'a strongly moving rhythm and striking pictorial images.' He has suggested active pupil-participation for chorus singing. The use of gramaphone records of the most popular pieces has been stressed. By good model recitation, the teacher must enthuse the pupils to love poetry and sing verses as often as possible during their spare time. The author rightly suggests that the name of the author should be given only when the pupils get interested in the detail and express their eagerness to know it.

The author's introduction provides the teacher with valuable suggestions regarding the method of approach. The books contain good illustrations and brief notes about the verses and songs. The printing and get-up are good. This set of three books is yet another commendable and successful attempt of Messrs. Macmillan & Co., Ltd., to provide for a long-felt necessity in the field. These selections are eminently suited for study by the pupils in the first three forms of our Secondary Schools.

P. V. Srinivasan

CITIZENSHIP

'Our Parliament' : M. Ananthasayanam Iyengar: Macmillan & Co., Ltd., Price: Re. 1—2—0.

Mr. Anantasayanam Iyengar has done signal service to the citizens of tomorrow. This little, but most interesting book of his, presents a very difficult subject in a manner at once interesting and intelligible to the young folks.

Mr. Iyengar was in the forefront of the freedom struggle for well over three decades. He is one of our seasoned politicians and statesmen. He is a great parliamentarian. He is at the present moment the Speaker of the Lok Sabha. There may be only a very few who have a combination of these qualifications. A book from a person of such experience is bound to be most authoritative. Written primarily for children, the style is very simple and pleasing and throughout conversational. In fact Mr. Iyengar makes Mr. Desikachariar the narrator, and his inquisitive children the listeners. Mr. Iyengar does not allow Mr. Desikachari to do the 'telling' in a dry as dust, insipid fashion, but makes him take the children out to Delhi, so that the children may look at things and learn. Mr. Desikachari plays the role of an ideal teacher who instead of simply 'delivering the goods' regardless of the receptive capacity or the response of the Listeners, is happy to be a guide and an interpreter to the children who seek his aid in quenching their insatiable mental thirst.

The book gives a good picture of the working of the Indian parliament. The more significant aspects of parliamentary procedure are explained in non-technical style. There is nothing abstract or technical about the presentation, and Mr. Iyengar has suceeded most wonderfully in presenting the subject in a very concrete fashion. The photograghs which adorn the pages of the book make it still more concrete and appealing to children.

We welcome the book as a unique children's book and would like to suggest that the book may be translated into all the Indian languages, so as to make it useful to millions of Indian children who may not know English and also to the newly educated adults of our villages.

S. Thiruvenkatachari

EDUCATION

"Education in Practice": S. Balakrishna Joshi: Little Flower and Co., Madras 17 : 1955 : pp. 230 : Price Rs. 3—12—0.

It is for the first time that a book 'Education in Practice' has been published by a teacher who has practised with the most meticulous care and as a sacred duty the ideals which he has envisaged for himself in theory—ideals such as are a judicious combination of Ancient Indian Tradition and modern educational doctrines. Sri S. Balakrishna Joshi has not put down in words just unpractical or impracticable idealogies in his book which comprises of talks delivered on different occasions to teachers' gatherings. To a discerning reader, it would appear that the subject matter of each one of the talks is from his own practices as self-discipline and from the atmosphere that his institution has been presenting to his pupils for an effortless unfoldment of their total personality. Those who have known Sri Joshi and the Hindu Theological High School will not fail to find that the professions in the book are the same as those practised every live-long day as much by the staff as by the pupils.

The subject matter of the book is presented under four very comprehensive heads. The contributions under each are rich in thought, coming as they do from the lucuberations of a teacher inspired by sincerity and devotion to service. There seems to be hardly any aspect of educational theory that is not dealt with in its appropriate context, be it education for democracy or citizenship or culture or whatever modern education may stand for. That the teacher is the 'primum mobile' of any educational system is given adequate and proper emphasis. The author has no need to be apolegetic over repetitions here and there of the same ideas because they are palpably warranted by the context and give added significance. To the teacher at the threshold of his profession, the book is a mine of information and inspiration, to the teacher who feels wretched in the work-a-day world it presents a panorama of his potentialities and the altitude of his position, and to the lay parent it is a treatise on the aspirations of the teacher and the intimations of his profession.

P. Doraikannoo Mudaliar.

COLLEGE DIARY

21-6-1956 College reopens after summer vacation. The principal addresses the trainees. Starting of the Non-Vegetarian Hostel.

6-7-1956 Business meeting of the College Union. Election of Office-bearers.

28-7-1956 World Health Day celebrations The principal presides. Dr. R.M. Doraiswami Raja. M.B., B.S., Municipal Health Officer. and others spoke.

29-7-1956 Prof. S. Thiruvenkatachari inaugurates the Amirthavalli Hostel Union. Sri Raya Chockalingam presides.

8-8-1956 Rev. Father T. N. Siqueira. S.J., Professor and Head of the Department of English, St. Joseph's College, Tiruchirappalli, inaugurates the College Union.

Vidvan Sri. N. Subbu Reddiar, M.A , B. Sc., L.T., inaugurates the Social Studies Association with an address on "The Sources of South Indian History with special reference to Kalingathupparani". The Principal presides.

15-8-1956 The Independence Day celebration by the students of the College and the pupils of the attached institutions.

22-8-1956 Prof. S. Palaniswami. M.A.. L,T., Principal. Government Training College, Pudukottai, inaugurates the English Association. The Principal presides.

26-8-1956 Visit of His Highness the Maharaja of Mysore to the College and its attached institutions.

30-8-1956 Sri G. Kalyanam, M.A., Tahsildar, Tiruppattur, inaugrates the the Tamil Association.

31-8-1956 Visit of Mr. R.E, Castell, Managing Director. Messrs Binny & Co. and Sheriff of Madras.

3-9-1956 Inauguration of the Mathematics Association by Sri. C.V. Narasimhan, M.A., I.P.S., District Superintendent of Police, Ramanathapuram. The Principal presides.

4-9-1956 Inauguration of the Health Association by Dr. A. Rahman, M.B., B.S., Karaikudi. Prof. V.N. Subramaniam, B. A. (Hons), L.T., presides.

5-9-1956 Dr. K. Balakrishnan Nair, M.A., Ph. D., of the Alagappa College inaugurates the Science Association. Prof. S. Thiruvenkatachari presides.

6-9-1956 Prof. S, Thiruvenkatachari addresses the College Union on "My Educational Experiences in America and Western Europe".

11-9-1956 Discussion on "The Madras Government White Paper on Education" by the College Union.

22-9-1956 Sri M.R. Kothandaraman, Joint Secretary, Planning Commission, New Delhi, visits the College and attached insitutions.

22-9-1956 to 1-10-1956 Citizenship Training Camp at Suraikudi. Sri C.V.R. Panikkar, M.A., I.A.S., Collector of Ramanathapuram. inaugurates the camp.

24-10-1956 The United Nations' Day Celebrations by the College Union.

do Mr. P.S. Ebenezer, B. A., L. T., District Educational Officer, Ramanathapuram, addresses the Social Studies Asscciation. Miss F. Meyyappa, B.A., M. Ed., presides.

27-10-1956 The Principal is elected President of the Ramanathapuram District Teachers' Guild for 1956-57.

29-10-1956 Mrs. and Dr. P. Varadarajulu Naidu, M.L.A., visit the College and its attached institutions.

9-11-1956 Sri. P.S. Kumaraswami Raja visit the College and its attached institutions.

15-11-1956 to 25-11-1946 Intensive Teaching Practice for the trainees in 22 High Schools of the Districts of Ramanathapuram, Madurai. Tiruchirrappalli, Tanjore.

1-12-1956 The Annual Sports Meet of all the Allagappa Colleges at the Bhavanagar Stadium grounds. Dr. B.B. Dey. Director, Central Electro-Chemical Research Institute, Karaikudi, presides.

4-12-1956 The Rev. Aneer addresses the Union on "Education in Sweden". The Principal presides.

9-1-1957 Prof. M.D. Balasubramanyan of Jaffna College addresses the Social Studies Association on "Language and Culture". The Principal presides.

10-1-1957 Dr. R. K. Bhan, Deputy Educational Adviser, Government of India, visits the College and its attached institutions.

16-1-1957 Sri. R. Vaidyanathan, B. Sc. trainee, addresses the Health Association on "Anti-biotics". Dr. P.K. Narayanan, M.B.. B.S., T.D., Karaikudi, presides.

26-1-1957 The Republic Day celebrations.
The President of India confers the distinction "Padma Bhushan" on our esteemed Founder Dr. Chettiar.

28-1-1957 to 31-1-1957 The Centenary Celebrations of the University of Madras in the Alagappa Campus, Karaikudi,

2-2-1957 Dr. Chettiar visits the College and takes the salute of all the students of all the Alagappa Colleges who set out in procession in commemoration of the centenary.

5-2-1957 Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the University of Madras, visits the College and its attached institutions.

13-2-1957 Dr. Sir C.P. Ramaswami Iyer visits the College and its attached institutions.

14-2-1957 Naming of a few blocks of Buildings of our College after "Iluppukudi Swayamprakaseswar Temple'. Raja Sir. M. A. Muthiah Chettiar of Chettinad presides over the function.

15-2-1957 Acharya Vinobaji addresses a meeting of the students and the staff of all the Colleges at Stadium grounds.

22-2-1957 The Annual Celebrations of the College and its attached institutions under the Presidentship Dr. K.S.G. Doss, Deputy Director, The Central Electro-Chemical Research Institute. Karaikudi.

26-2-1957 Prof. A.N. Tampi. B.A. (oxon), Bar-at-Law, Dip-in-Education (Oxford), Principal, Alagappa College, delivers the Valedictory Address of the Union.

4-3-1957 Mr. M.N. Natarajan. M.A., M. Litt., Incometax Officer, Karaikudi delivers the Valedictory Address of the Social Studies Association

7-3-1957 Messrs M. G. Rajaram, I. A. S., Secretary to Government, Planning Department, visits the College.

10-3-1957 Mr. M. Meeran, Chief Engineer, Corporation of Madras, visits the Training College and its attached institutions.

12-3-1957 Miss F. Meyyappa, B.A., M.Ed., delivers the Valedictory Address of the English Association.
Kumari M.S. Lalitha, B.A., M.Ed., Research Assistant, addresses the Ramanathapuram District Teachers' Guild on Vocational and Educational Guidance.

15-3-1957 College closes for the Summer Vacation.

FAREWELL ADDRESS

SRI A. N. TAMPI, B. A. (Oxon), Bar-at-law, Dip. Edn. (Oxford),
Principal, Alagappa College, Karaikudi.

Dear sir,

Although we may be belated, we do not lag behind others that have preceded us in bidding farewell to you on the eve or your retirement from service after a continuous and uninterrupted period of seven years in the great Alagappa Campus. We that belong to the Training College, have always felt that your association has been as much extended to us as it has been the sole possession of the Arts College. It was never expected when you visited Karaikudi as a University Commission to report on the affiliation of our College that you would assume the Principalship of the Alagappa College and your assumption of that office very nearly synchronised with the opening of our College with Sri I.N. Menon, M.A., B.Litt. (Oxon), as our first Principal. For the whole period of seven years as member of Governing Council, we have had the benefit of your abiding interest in the progress of our College, and your mighty experience as teacher for more than three decades has been at our disposal as much as we solicited.

In the realm of teacher education you were a source of great inspiration to us because we were able to feel that whatever our problems your guidance was available to us in profusion; and it is with no small satisfaction and gratitude that we recall everyone of the occasions when we approached you for advice that we came back with overwhelming satisfaction both with the affectionate and sympathetic manner in which you received us and with the deep insight and masterful understanding which you imported into your clarifications,

Our Training College was started just when the new scheme of studies whose shaping was solely based on the University Commission Report which bears your name was introduced. By your close association with us even at the start of the scheme, we were saved the initial pit-falls or the usual resort to trial and error. Within the past seven years, there have been three Principals in the College one after another. But your watchful care of the College right from its inception has helped us to build sound traditions; and in your life of retirement you can recall with satisfaction

SRI. A. N. TAMPI, B. A. (Oxon), Bar-at-law, Dip. Edn. (Oxford),
PRINCIPAL, ALAGAPPA COLLEGE, KARAIKUDI

that you have contributed in no small measure to the progressive development of this College also which along with the other institutions of the Campus symbolises a noble philosophy of life dear to our late-lamented, beloved, and great Founder Dr. RM. Alagappa Chettiar.

Please pardon us if we are indulging in platitudes that very few of this generation can aspire to your profundity of scholarship, your quick perception of details, your dispassionate, objective, and academic approach to the several problems that have confronted us in this Campus, and above all, the influence of your towering personality—all of which have been as much the envy of your compeers as the admiration of everyone of us in this College. We become even now aware that you will be creating a void after you have left the Campus and that it cannot be adequately filled so far as our College is concerned. But you will enjoy a well-earned life of retirement with great inner satisfaction and joy that in whatever position you were placed during your career, you were able to discharge your responsibilities with a sense of devotion to duty and a firm faith in God.

Let it be our pleasure to record on this occasion that your personal influence, your regular habits, your clean life, and above all your firm belief in the traditions of the great land of ours have made you a great model among Acharyas; and to us there could be nothing more elevating, more ennobling professionally than to be dedicated to our work with that moral and spiritual equipment that has been your great asset and your praiseworthy means of achieving professional triumphs.

The teachers of this College have benefited individually by indenting upon your hours of leisure at your residence discussing problems of professional importance. In that way you were a unique mode of in-service training for us. As we present this humble but frank expression of our gratitude to you it is our sincere prayer to Almighty God that He may grant you long life and a very happy period of retirement,

Yours fraternally,

THE PRINCIPAL AND STAFF

of

Dr. Alagappa Chettiar Training College.

Karaikudi.
15—4—1957

DR. ALAGAPPA CHETTIAR TRAINING COLLEGE

REPORT FOR 1956—1957

It is my profound pleasure and proud privilege to welcome you all most heartily to the annual celebrations of the Dr. Alagappa Chettiar Training College, the Alagappa Model High School, the Alagappa Basic School, the Alagappa Montessori School and the Alagappa Preparatory School. All the schools, being laboratories of the Training College, constitute an integrated unit. It is therefore proper that the celebrations are on a conjoint basis.

1956—57 is the seventh year of the working of the College. The different schools have taken shape and grown with the growth of the Training College. It is rightly held that the proper functioning of the Training College can be ensured only if these institutions discharge their respective educational responsibilities in an excellent manner. Dr. Alagappa Chettiar, our esteemed founder, has not only founded these institutions one after another but has also enabled them both to serve their own purpose and to serve the needs of the Training College. It is a sort of a two-way-traffic that is sought to be established in the relations between the College and the attached schools, one way by which the College influences the institutions with the most up-to-date trends and helps towards the realisation of the progressive ideas that fill the educational atmosphere at the present day; the other way by which the schools for their part work out these ideas and present them as models for the teacher-trainees who come within our fold for imbibing teacher education and getting qualified to embark upon the great profession of teaching. In this respect the Training College and its attached institutions have worked as one organic unit. It is therefore my very pleasant task to present my report on the working of all the institutions for the year 1956—57.

The College has completed seven years of useful service catering to the needs of teacher education and has been able to build up sound traditions of its own by virtue of the co-operative and team spirit of its learned staff who are striving their utmost to assume a sort of leadership in the District of Ramanathapuram in the cause of secondary and elementary or basic education. We are told that the number of high schools in the district have increased to 83 and the elementary schools to about 2000; and as the only

Training College in this vast area our task is the greater; and we have always realised that we should extend the scope of our activities so as to be serviceable to the rapidly growing number of schools in the district. Apart from our professional contacts with as many as 25 High Schools we have sought the support of the Central Ministry of Education for the introduction of Extension Services under the auspices of the Training College and for giving the members of the staff opportunities for research in different fields of educational enquiry so that we can extend the scope of our activities in order that the schools in the area can be galvanised with the progressive ideas of the advanced countries of the world. Already our Training College is one in the list included for research schemes under Scheme No. 6 of the Second Five Year Plan and a research section has been functioning from January last and has undertaken two projects Child Training and Educational and Vocational Guidance. We are expecting the orders of the Central Ministry for the introduction of other projects for which we have solicited sanction, and when we embark on them our College will be among the centres of In-Service training in the State. In this connection I would like to mention that Dr. R.K. Bhan, Deputy Educational Adviser with the Central Ministry of Education, visited us in January last and discussed with the Principal the scope and possibilities of the working of extension schemes in the Training College.

GOVERNING COUNCIL:

During the year under report there was only one change on the Governing Council of the College. In the place of Dr. S. G. Manavalaramanujam, who had been with us ever since the inception of the College as University Representative, Sri M.R. Perumal Mudaliar, M.A., L.T., Principal, Teachers' College, Saidapet, has been nominated by the Syndicate. The Dr. Alagppa Chettiar Educational Trust is the supreme Governing Body and everyone of its members has been evincing a keen interest in the wellbeing of our College including Sri. K. V. AL. M. Ramanathan Chettiar, our former Correspondent, who is away in Malaya. In addition to these bodies, the College Council consisting of all the members of the teaching staff meet ordinarily once a month but oftener if necessary and advises the Principal both in internal administration and in academic matters.

BUILDING & EQUIPMENT:

Our Campus by itself is more than 10 acres and apart from the blocks of buildings that house the different departments of the College and the

class rooms of the Model High School, the granite building that is coming up is intended to serve as the adminstration block of the College. It will accomodate the Library and the Office and has provision also for a hall on the first floor, which is proposed to be utilised for Audio-Visual Education. There is a building scheme for the Model High School already sanctioned by the Department of Education, and before long its construction will be started on a site in close proximity to the Training College.

The College Library has been equipped with the latest books on teacher education and methodology and a large number of books have been added during the year under Equipment Grant of the State bringing the total number of books to 2768. It serves, besides the teacher-trainees, the Staffs of the members of all the attached institutions. The reading room is richly furnished with as many as 51 periodicals, journals and Magazines all of which are subscribed for for the benefit of the students and the staff, so that the College might be able to keep abreast of the latest developments in the educational world as far high as the level of the UNESCO. The College Laboratory is the same as for the Model High School and likewise the department of Audio-visual Education with its equipment of a radio fitted with loud speakers, a 16 mm Film Projector, a Filmstrip Projector and its small Library of Filmstrips. We should place on record in this connection, our gratitude to the British Council and the United States Information Services for their free loan of books and films of great educational interest as often as we have approached them. The Psychology Laboratory is barely adequate for our present needs and so we are planning to expand it in the fullness of time so that it may be possible to implement a regular programme of research in that interesting and fruitful field. The Arts & Crafts Work-shop has been richly furnished and serves both the Training College and the Model High School. At the rate at which it is fulfilling its purpose, it is our hope that we will be able to start an Instructional Materials Centre which will not only produce all the common teaching aids but also devise and improvise new ones so as to make teaching objective and practical.

STAFF:

There was no change in the teaching staff of the College during the year. The members of the staff interested themselves in current educational problems and in addition to the College work they helped teachers in the high schools of this area with guidance and advice whenever approached by their representatives. Prof. S. Thiruvenkatachari was a delegate from

this College at the All India Seminar on Social Studies conducted by the Union Ministry of Education in collaboration with the All India Council of Secondary Education. The venue of the Seminar was Saidapet and Prof. S Thiruvenkatachari was also requested to be guest-speaker. The Principal attended the educational Conference for the Southern Region at the Sri. Ramakrishna Mission Vidyalaya, Perianayakanpalayam on 25--8—1956 as a nominee of the State Government.

Messrs K. Narayanan and Josinath Owen were elected by the Staff to the Academic Council of the Madras University. Sri. K. Narayanan also got elected from the Academic Council to the Senate of the Madras University. The Principal has been nominated to the Faculty of Education of the Annamalai University and of the Univesity of Travancore.

ORGANISATION OF CURRICULAR WORK:

The students of the College acquitted themselves very creditably at the University Examination held in April 1956. All of them passed in the Practical Part, 2 securing First Class and 53 securing Second Class and 79 passed in the Theory Part, 8 securing a Second Class. The Mrs. K.V. AL. M. Ramanathan Chettiar Prize for the best student of the year on the basis of his marks in the Theory Part of the B.T. Degree Examination is awarded to Sri S. Ranganathan. Our heartiest congratulations and best wishes to Sri S. Ranganathan.

In spite of the opening of a few more Training Colleges in the State the rush for admission to our College was unmitigated and 210 were registered for 100 places, the sanctioned strength of the College. Admission had therefore to be restricted. For the second year in succession, an essay test in English and an interview preceded the selection of students. All the 100 places were filled at the commencement of the academic year but on account of four students dropping out in order to accept offers of appointments elsewhere the strength of the College stands as 96 on the date of the report.

The College continues to offer instruction in Tamil, Social Studies Science, Mathematics and English, besides Crafts and the General Subjects. The University Syllabus is closely adhered to. A schedule of School visit and student-teaching was drawn up and put into effect with great success A few changes were introduced in the work-books in the light of past experience. A Cumulative Record was devised for the use of the trainees. The

members of the teaching staff gave a series of demonstration lessons in the Model High School. As in the past years, the co-operation and help of a large number of High Schools in the area were fully utilised. The scheme of apprenticeship was implemented without any difficulty in spite of the increase in the strength of the College and the starting of two more training Colleges in this area. We owe the success of the scheme to the whole-hearted co-operation of the various High Schools and it is my most pleasant duty to place on record such willing help and to express on behalf of the College our profound gratitude to them.

This year we introduced a new tutorial scheme. The idea behind the scheme is to secure for everyone of the students the fullest guidance and help of the Lecturers. Each Lecturer 'adopted' ten students and undertook to concern himself with his wards problems and offer whatever help was possible. The Lecturers also volunteered to meet each of their wards individually and periodically to acquaint themselves with his difficulties and needs. The meetings each Lecturer had with his wards and the kind of help or guidance he gave were recorded in a register. I am convinced, and I have the warmest support of my colleagues in my conviction, that this system of tutorial work will not only provide the means of knowing the students' curricular needs but also knowing about their other problems in the solution of which the staff may be able to play their part. I am not asserting that our achievements this year have been spectacular but I can and must state that we have begun very well and with our experience this year, we must be able to achieve our cherished objective within the next two or three years.

PHYSICAL EDUCATION:

In addition to implementing the scheme of practice periods in physical education, a regular programme of physical training and games was drawn up and opportunities have been provided to the students to participate in inter-collegiate and intra-mural tournaments. The proximity of the College to the Alagappa College of Physical Education has been a source of inspiration to our trainees and we have had a number of tournaments and matches with that College. The playfields of our College have been extenided by more ground being cleared of shrubbery, and for the first time it was possible to conduct the sports of the Model High School and the other institutions within our own campus. Some of our students assisted the conduct of the School Sports in co-operation with the students of the Alagappa College of Physical Education.

The Sports Meet of all the Colleges in the campus was held on 1—12—1956 in the grounds in front of the Bhavanagar Stadium under the presidentship of Dr. B. B. Dey, Director, Central Electro Chemical Research Institute. A large number of our students entered the lists and the following won distinctions; Messrs A Kesavan, M. A. Somasundaram, C. P. Dorairaja Singh, J. Singarayer and S. Natarajan. Among them Mr. M. A. Somasundaram was acclaimed the Champion athlete of the College.

HOSTELS:

The Amirthavalli Hostel which has been functioning since 1950 as our only hostel provides lodging and boarding amenities to forty students. One indication of its growing popularity is that more students required dormitory facilities than in previous years and the number of such students was so large that we had to think of opening another hostel. The Amirthavalli Hostel had been run with a Vegetarian mess all these years and when the need for a second hostel was pressingly felt, it was decided to continue the Amirthavalli Hostel as a Vegetarians' hostel and take all the students desiring a mixed diet into the new hostel. The new hostel known by reputation as the Non-vegetarian hostel, is located in a spacious building in Sekkalai and on date there are 27 students residing in it. Sri N. Subbu Reddiar continues to be the Deputy Warden of the Amirthavalli Hostel and Sri Josinath Owen has been appointed Deputy warden of the New Hostel. We are aware that we have not fully met the needs of our students in the matter of hostel accommodation. The B. T. course is a compressed one and is designed as a series of activities, many of which require full-time attention and attendance. To do justice to the course all the trainees must live in the hostel. Realising this, our Trust is planning to provide hostel accommodation not only for the present strength of our College but also to provide for twenty more students so as to cope with the rush for admission at least to a small extent. The blue-print is ready; the necessary sanction has been obtained and before long it is hoped that the hostel will be ready for occupation before the end of 1957—58.

ACTIVITIES DURING THE YEAR:

The various Associations of the College functioned efficiently, and I am happy to state that each has a commendable record of achievement. Among the distinguished guest speakers at the meetings of these Associations, I may mention Rev. Father T. N. Siqueira who inaugurated the College Union, Sri S. Palaniswami, Principal, Govt. Training College, Pudukottai,

Prof. D. Balasubramaniam of Ceylon. Rev. Aneer and Sri C.V. Narasimhan, M.A., I.P.S., District Superintendent of Police, Ramanathapuram.

The Annual Citizenship Camp was held in Surakkudi between 22—9—1956 and 2—10—1956 with Prof. S. Thiruvenkatachari as the Camp-Officer. The camp was inaugurated by Sri C.V.R. Panicker, I.A.S., Collector of Ramanathapuram District. We had the privilege of receiving our beloved Correspondent, Sri. C.V. CT. V. Venkatachalam Chettiar, our Trustee Sri. Saw Ganesan, Sri. Roya Chockalingam and Sri. Rajagopalan, Deputy-Superintendent of Police, Ramnad. The Camp routine was gone through completely and the camp was a success. The students conducted a socio-economic survey in Surakkudi and its vicinity. They also made paper moulds of some of the stone images discovered in an ancient temple now in ruins in Vanniyan Surakkudi. These moulds have been added to our College Museum and are fit to be displayed in any National Exhibition of Art. Lecturing was reduced to a minimum in the camp and group activities were provided. We take this opportunity of expressing our sincere thanks to the Trustees of the temple for giving us the facilities we required for conducting the camp.

A reception was accorded to His Highness the Maharaja of Mysore when he came to bless our institutions on 26—8—1956. It was a great day in the history of our institution. The staffs and students of the College and its allied institutions welcomed him and offered their humble 'pranams'. A happy function was got up on our own campus on 14—2—1957 to express the gratitude of the Trust for the happy compromise to which the Iluppak-kudi Swayamprakeswarar temple Nagarathars were party regarding the acquisition of land belonging to the temple. Raja Sir M.A. Muthiah Chettiar of Chittinad presided and paid a tribute to the services of our noble founder in the cause of education. Dr. Chettiar was present on the dais, and he conveyed his personal sense of gratefulness, as also that of the other members of the Trust to the trustees of the Iluppakkudi temple.

Our College participated in the All India Educational Exhibition organised in connection with the UNESCO Conference in Delhi during November. A few of our contributions from our growing collection were included among the exhibits by the Central Ministry of Education. Our College also participated in the General programme of the University Centenary Celebrations drawn up for all the institutions under the Trust on a co-operative basis and joined the procession which marched round the town of Karaikudi on 4—2—1957.

ALUMNII ASSOCIATION:

The Alumnii Association was formed on 15—3—1956 with a view to get together all the Almunii wherever they might be at least once a year and to enable them to be in academic touch with their Alma Mater. An attempt is being made to prepare a register of the names of all the past Alumnii from the inception of the College. It is hoped that the Alumnii association will help towards building up a family of Alagappa Teachers the products of the Alagappa Chettiar Training College.

OUR JOURNALS AND PUBLICATIONS:

The College has published educational bulletins of great value to the student trainees, and this year Sri V. N. Subramanyam, Professor of Psychology, has added a manual of instructions for a study of the total personality of about 100 pupils of the Model High School. The College magazine which is an annual issue has been converted into a Journal of Education under the control of an editorial board with Sri K. Narayanan as its editor. It is our fond hope to make it a by-annual for the benefit of the secondary schools of the region,

DISTINGUISHED VISITORS:

As in the past years, this year also we had the good fortune to receive very distinguished persons at our College and their blessings and good wishes. Among them were H.H. the Rajapramukh of Mysore, Sri P. S. Kumaraswami Raja, Ex-Governor of Orissa and member of the Alagappa Chettiar Educational Trust, Rajah Sir M.A. Muthiah Chettiar of Chettinad, Sri M.R. Kothandaraman, Joint Secretary, Planning Commission, New Delhi, Dr. and Mrs. P. Varadarajalu Naidu, Dr. R.K. Bhan. Deputy Educational Adviser, Union Ministry of Education Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of Madras University, Dr. C.P. Ramaswami Iyer, Mr. R.E. Castell, Managing Director of Binny & Co., and former Sheriff of Madras, Major C. C. Monappa, Officer Commanding. 2nd Madras Battallion, N.C.C. Trichi, Sri N.K. Thirumalachari of Madras and Dr. Aramvalarthan, Professor, Ramakrishna Mission Vidhyala Teachers' College, Periyanaickenpalayam.

OUR FOUNDER:

It has been our misfortune as well as of the other Colleges in the Campus to have not had our great founder as frequently as he used to be with us in the previous years except for two brief stays once in July 1956 for a few days and again in the first two weeks of February. On both the occasions the staffs, students, and children paid their respects to him either in a body or in groups. We are happy that inspite of his great physical

disability he had been able to visit our College twice, once on 4—2—1957 to take the salute of all the students of his Colleges in the Campus before they set out in procession in connection with the University Centenary Celebrations and the second time to participate in a function got up by the Trust on 14—2—1957. Even from his sick bed at Madras he has been making kind enquires about the working of all the institutions in the campus and suggesting to me improvements to be effected of one kind or another. We should say on this occassion that our College Day could not be possible during the period of his recent stay; nevertheless his message of good wishes to us all on this occasion gives us hope and cheer. We are sure that his heart would be with us for the success of our celebrations. Even so let our hearts be raised on this occasion in prayer to the Almighty for having relieved him of pain and suffering and to bless him with health and energy to move about by himself amongst his dear institutions in the campus.

OUR CORRESPONDENT:

Our correspondent, Sri C.V. CT. V. Venkatachalam Chettiar is one for whom we have to express on this occasion our great indebtedness for the several things which he has done for the College and its attached institutions. We have often worried him with our requests of one kind or another and I may reveal to you that he has not turned down even a single request of ours. Our thanks are due to him on this occasion for all that he has done to us and we pray to god that he should continue to evince his great intrest in our institutions.

THANKS:

It is my duty to offer my thanks to my learned colleagues who have given me their splendid co-operation in the working of the College, to Sri S. M. Ganapathi, B.A., L.T., Headmaster, Model High School and his staff for their willing co-oporation with me in striving towards making the High School a real Model and to the head-teachers of the basic, the Montessori and the Preparatory School and their staffs for their willing co-operation with me in the proper working of their respective institutions. My thanks are no less due to Sri A. N. Tampi, the Principal of the Alagappa Arts College, who has been ungrudgingly and willingly offering his sage counsels to me on many occasions in the service of the College. Let me conclude the report with my very earnest prayer to God to bless Dr. Chettiar, our beloved founder with health, wealth, and happiness. May God also bless all my students with His best so that they may be endowed with zeal and zest for service at the altar of their country.

22-2-1957.

P. Doraikannoo Mudaliar,
Principal.

Speech Delivered by Sri. T. V. S. Manian, Manager, Dr. Alagappa Chettiar Educational Trust, at the Tea Party got up on 8-2-57 by the Members of Staff of all the Institutions to Felicitate Dr. RM. Alagappa Chettiar on the Award of Padma Bhushan by the President of India.

It is a great privilege and pleasure for me to have the opportunity of saying a few words on this memorable and significant occasion.

Dr. Chettiar's presence in our midst today is symbolic of the triumph of the spirit over the body. He has been seriously ill for more than a year and when he came here in August, 1956, at the time of the inauguration of the Alagappa College of Physical Education by His Highness the Maharaja of Mysore, he had not improved in health to such an extent as to be able to sit up. He was all the time lying in bed. Now we have the pleasure of seeing him sitting up in the wheeled chair. Unfortunately it gives him great physical discomfort if he continues to sit for more than an hour. God in His infinite mercy, has answered the prayers of the multitude of his friends and well-wishers by bringing about this reamarkable improvement in his physical condition. It is indeed a miracle and an act of heroism that he has managed to undertake the trip to Karaikudi and is participating with enthusiasm and avidity in the activities of the campus during the last few days, oblivious of his physical suffering.

To think of this Campus and the many institutions without Dr. Chettiar is something like thinking of a temple without its deity. His life has been one of continuous struggle against odds and ceaseless endeavour towards realisation of his noble objectives. Tributes have been paid on numerous occasions by eminent leaders of our country, to the qualities of Dr. Chettiar's head and heart and his services in the cause of education have earned countrywide appreciation and praise. Eversince he inaugurated his educational activities in this campus God has blessed his efforts and Dr. Chettiar has been adding every year institution after institution and we have now a galay of them with added splendour. Alongside of the starting of new institutions, he has taken stock of the needs of not only the students but also the members of the staff in the matter of accommodation and other amenities and has made ample provision—a proof of his amazing humanism. We who have the rare privilege of associating ourselves with this holy task of his, are fortunate in more ways than one. Apart from the valuable contact with such an enlightened and dynomic intellectual we have received to our advantage, the impact of other great personalities—personalities who have made

history in our country and whose visits have rendered this campus a hallowed spot. The visits of great leaders give us not only inspiration and encouragement but an opportunity to understand them objectively and try to imbibe in our own humble way the qualities which have made them great.

Dr. Chettiar's contribution to the growth of the youth of the country mentally, physically and morally has no parallel. We hear of millionaires in our country whose wealth can be measured in terms of lakhs and crores. Of them only a few fired with the spirit of service have parted with a portion of their wealth for the betterment of Society. Dr. Chettiar has not only spent his entire earnings for the country's cause, but has also, commercially speaking, divested himself of even the Capital, towards the furtherance of his noble objective. It is indeed difficult to amass wealth and it is much more difficult to spend it for good causes. To give is a very divine quality. It requires enormous courage and catholicity of outlook to develop that quality, as it means suffering and sacrifices.

The great transformation which Dr. Chettiar has effected in this scrub jungle by his untiring efforts and devotion to a great cause, has evoked admiration from all quarters. It is in the fitness of things that our revered President Dr. Rajendra Prasad has conferred upon Dr. Chettiar the distinction of "Padma Bhushan". You may be aware that during the British regime in India Dr. Chettiar was awarded Knighthood which signal honour he gave up as soon as India became independent. It is indeed a matter for great gratification that not only the British Government which was a foreign power but also our national Government should honour Dr. Chettiar impelled by the same degree of appreciation. This is something unique in itself and there are not many who can maintain the same high prestige at all times despite political upheavel and revolutionary changes in the form of Government of a country. Please accept, Sir, the humble felicitations of the members of the staff of the Trust and of my own on the distinction conferred upon you. From the point of view of both philanthropy and intellect Dr. Chettiar is one of the few outstanding personalities in India who can be bracketted with leaders of the stature and eminence of Dr. Rajendra Prasad, Panditji, Rajaji and others. He has identified himself with the welfare of his country men to such an extent that he has ceased to be a private individual. Many rare virtues and scintillating intellect have happily synthesised in him and generate magnetism of such tremendous power as to attract to him the topmost statesmen and leaders of the country. It is a matter for pride

J45,t, 21196K N57-1-1

to all of us that the President of India, the Prime Minister, the Vice-President, Governors of all provinces, Ministers of both central and state Governments, have been calling on Dr. Chettiar at his bedside to enquire of his health and give him cheer. The visits of such great men have really given him the much needed solace and comfort.

Good repartees are always a delectable experience and one of the qualities which endears him to one and all is his brilliant sense of humour. He is a gifted conversationalist. It is an exciting and exchilarating experience to be with him and hear him talk. Let me give you an instance of his humour which I have not forgotten even after the lapse of many years. When I was working in Dr. Chettiar's Office at Madras, there was a difference of opinion on a certain matter between me and a colleague of mine. When I disputed a statement and said what I was willing to call my colleague and tell him 'to his face' as to that really happened, pat came the reply: "You may tell to his face and he will also tell to your face but the face which faces the world is mine". This remark, though made in an angry vein definitely eased the tension of the situation.

As Rajaji said Dr. Chettiar's life is a book which can be read by others with profit. To that book and to the splendour of it is being added many more chapters. The reading of that book has been an education to me—an education which is different—both in pattern and content—from what academicians can give. His indomitable spirit is the epitome of the rare qualities which have made him great and with the kind permission of Dr. Chettiar, let me quote an extract from the letter which the great statesman and thinker Dr. C. P. Ramaswami Aiyar had written to him. In reply to Dr. Chettiar's letter wherein he had expressed appreciation of Dr. C. P. Ramaswami Iyer's introductory and concluding remarks to Dr. Toynbee's lecture, Dr. C. P. Ramaswami Aiyar wrote thus: "That you should, from your sick bed, turn your attention to the details of my comments on Dr. Toynbee's discourse and that you should embody in your observations not only your rare genius for friendship but your profound reflections on our philosophy, and its genesis and import, furnish one more proof, if proof were needed, of the marvellous resilience of your spirit and your alertness of mind".

Let us all pray that spirit which animates Dr. Chettiar and has motivated all his philanthrophic activity enables him to get over his illness and continue his life's mission as vigorously as before.

98608

BARANI PRINTERS
Chintadripet
Madras-2.

FOR SALE

Bulletins published by the Principal,
Dr. Alagappa Chettiar Training College,
Karaikudi.

1. **The Reconstructing of the High School curriculum**
   by J. Ramachandran, B.A. (Hons.) L.T., M.Ed. Rs. 0 12 0
2. **Child Guidance**
   by V. N. Subramaniam, B. A. (Hons.) L.T. Rs. 0 12 0
3. **The Meaning and Message of Socialism**
   by I. N. Menon, M.A., B. Litt. (Oxon) Rs. 0 12 0
4. **Sex Education**
   by D. Aiyadurai Jesudasan, M.A., M.Ed. Rs. 0 12 0
5. **English in the New Set-up**
   by K. Narayanan, M.A., M.A., M.Ed., Rs. 0 12 0
6. **Activity programme in Teaching Mathematics**
   by S. Krishna Iyengar, B.A , (Hons.), B T. Rs. 0 8 0

The whole set of bulletins is priced at Rs. 4/-
postage and packing extra,

Favourably reviewed in the Hindu, Madras.
The New Education and the Indian Express.

"The series of the above six books formed a part of the extension lectures organised by the Principal of Dr. Alagappa Chettiar Training College, Karaikudi. The lecturers have presented the material in simple language so as to make it intelligible to the common reader."

Journal of Education & Psychology, Baroda,
October 52.

"Each lecture is printed in a separate booklet. The Institution of Extension lectures.............makes students take interest in many things not covered by class work equally if not more important; presented in their handy form the lectures provide a very interesting fare for all those professionally or otherwise interested in education. The topics covered are all of direct interest and benefit, and the talks are sensible and properly oriented towards the audience for which they are meant."

The Educator, October, 52

Edited & Published by Sri K. Narayanan for the Principal, Dr. Alagappa Chettiar Training College, Karaikudi. Printed by K. R. Loganathan, Proprietor, Barani Printers, Chintadripet, Madras-2.